

2020

## Making Meaning of Supplier Diversity in Florida's Public Universities: A Narrative Inquiry of Educational Connoisseurship and Criticism

Cheryl S. Mobley-Gonzalez  
*University of North Florida*, n00005537@unf.edu

Follow this and additional works at: <https://digitalcommons.unf.edu/etd>

 Part of the [Educational Leadership Commons](#)

### Suggested Citation

Mobley-Gonzalez, Cheryl S., "Making Meaning of Supplier Diversity in Florida's Public Universities: A Narrative Inquiry of Educational Connoisseurship and Criticism" (2020). *UNF Graduate Theses and Dissertations*. 938.

<https://digitalcommons.unf.edu/etd/938>

This Doctoral Dissertation is brought to you for free and open access by the Student Scholarship at UNF Digital Commons. It has been accepted for inclusion in UNF Graduate Theses and Dissertations by an authorized administrator of UNF Digital Commons. For more information, please contact [Digital Projects](#).  
© 2020 All Rights Reserved

MAKING MEANING OF SUPPLIER DIVERSITY IN FLORIDA'S PUBLIC UNIVERSITIES:

A NARRATIVE INQUIRY OF EDUCATIONAL CONNOISSEURSHIP AND CRITICISM

by

Cheryl Seals Mobley-Gonzalez

A Dissertation Submitted to the Department of Leadership,

School Counseling & Sport Management

in partial fulfillment of the requirements for the degree of

Doctor of Education

UNIVERSITY OF NORTH FLORIDA

COLLEGE OF EDUCATION AND HUMAN SERVICES

Unpublished work © Cheryl Seals Mobley-Gonzalez

The dissertation of Cheryl Seals Mobley-Gonzalez is approved:

---

Dr. Anne Swanson, Committee Chair

---

Date

---

Dr. Paul Parkison

---

Date

---

Dr. Amanda Pascale

---

Date

---

Dr. Janice Seabrooks-Blackmore

---

Date

---

Dr. Fred Seamon

---

Date

## DEDICATION

This dissertation is dedicated to a few individuals whose existence was significant in my life. Foremost, my parents John B. Seals and Grace Seals Miller continue to bless me with their smiles and short talks. I celebrate and honor both of you. To my maternal grandmother, the late Olive Allen Sands, enabled me to obtain my undergraduate degree because she moved in and cared for my eldest two children.

My relatives and my seven adult children were my *raison d'être*! Victoria regularly inquired about my “homework;” and Ray (Lauren), Eileen (Cloud), Jamesia (Quincy), Javaan (Isaac), James III (Erica), and Cambridge (Marshall) compelled me to stay the course. My sister Donna and I learned from one another and she acknowledged me for inspiring her to teach dance in education. My friends Veronica Sanders, Diana Hall, Russell Davis, Dr. Wallace Harris, AnneMarie Narine, Crishana Benton, and Suzy Holley kept me focused.

Some of my most dedicated teachers and professors no longer walk the earth, namely Hilda Gardner, Velda Thomas, Maude Green, Rev. Dr. Bernyce H. Clausell, Dr. Gertrude Cooper, and Dr. Sybil C. Mobley. Dr. Leedell Neyland, a former university dean, presented me with three books authored by him upon finding that I was finally pursuing a doctorate. I cherish you as long as I live. Dr. Charles McKinney taught me the power of collaboration and partnerships. High school friend Wilmoth D. Reed taught me the value of clarifying what you don't know. To another mentor, coach and friend, Peter E. F. Harris II, as you view this accomplishment in the spirit, know that this path was taken due to your conversation with me about completing things that were in my control. As you would say, “Tremendous!”

This is dedicated to you all.

## ACKNOWLEDGMENTS

I thank God for confidence, optimism, and fortitude to achieve this step. He carried me when I felt alone or wondered if I erred to embark on this journey.

Several individuals guided my path. I am most grateful for the best of all dissertation committees. Dr. Anne Swanson, committee chair, created synergy with her kind, genuine, and assertive spirit. With keen intellect and perspective, Dr. Paul Parkison, methodologist, introduced educational connoisseurship and criticism as a method of analysis. Dr. Amanda Pascale honed my academic writing, and I honored her feedback. Dr. Janice Seabrooks-Blackmore kept me grounded and focused. Dr. Fred Seamon mentored me towards doctoral degree attainment. Dr. Mark Dawkins, Dr. Elizabeth Gregg, Dr. Matthew Ohlson, Dr. Daniel Dinsmore, and Dr. Christopher Janson, non-committee members, encouraged me to pursue my research interest.

Inspiration came from my former supervisor Rachelle Gottlieb, resolute mentor the late Talbot “Sandy” D’Alemberte, J.D., current supervisor and college president Dr. Ken Atwater, and former university president John Delaney, JD. Colleagues and friends Albert and Patti Colom, Dr. Brenda Skeete, Dr. Paula Michaeldass, Torey Alston, and Anita Favors, who cheered me on. New colleagues, Dr. Jennifer China and Dr. Alisa Zujovic, read and commented on my research, and Dr. Sam Wright who said, “Finish!” I would also like to thank Cohort 25 for their jubilee association, and especially Dr. Rick Parker, my dissertation accountability partner. To the UNF College of Education and Human Services, graduate school office, student financial services, library staff, Dr. Locksley Knibbs, and Crishana, Katie, and Fantie, your steadfast support made completion possible.

With deep humility, I cherish and thank you. May what you instilled, shared, provided, and imparted in me, add to my next step in service and leadership as God ordains.

## TABLE OF CONTENTS

DEDICATION .....	iii
ACKNOWLEDGMENTS .....	iv
TABLE OF CONTENTS.....	v
List of Figures .....	x
List of Tables .....	x
Abstract .....	xi
Chapter 1: Introduction .....	1
Problem Statement.....	1
Purpose Statement.....	3
Research Questions.....	4
Definition of Terms .....	5
Overview of Theoretical Framework and Methodology .....	7
Theoretical Framework .....	7
Methodology .....	9
Delimitations.....	10
Significance of the Research.....	11
Organization of the Study .....	13
Chapter Summary .....	14
Chapter 2: Review of Literature .....	16
Introduction.....	16
Theoretical Framework Underlying the Research Purpose .....	17

Historical Framework .....	18
Philosophical Underpinnings .....	20
Organization and Change Management .....	22
Leadership Accountability .....	23
External Drivers .....	24
Community and Business Engagement .....	24
Benefits and Value of Supplier Diversity .....	25
Economic Development and Higher Education .....	26
Pedagogical Approaches .....	28
Purpose and Mission of Higher Education .....	29
Challenges .....	30
Chapter Summary .....	31
Chapter 3: Research Design .....	32
Methodology .....	32
Site Selection .....	33
Participant Selection .....	34
Data Sources .....	35
Participant Interviews .....	35
Print and Electronic Artifacts .....	35
Data Collection Procedure .....	36
Data Analysis and Analysis Approaches .....	37
Educational connoisseurship and criticism .....	39
Researcher's Positionality .....	41

Rigor, Credibility, and Trustworthiness .....	43
Chapter Summary .....	44
Chapter 4: Data Analysis and Results.....	46
Introduction.....	46
Participants' Backgrounds: Experiences and Knowledge .....	48
Educational Connoisseurship: Intentional Dimension.....	52
Unpacking Supplier Diversity.....	52
Need Still Exists.....	54
Analysis of Intentional Dimension .....	59
Educational Connoisseurship: Organization and Structural Dimension.....	60
UF Organization.....	60
Analysis of Organization and Structure .....	63
Educational Connoisseurship: Curricular and Content Knowledge .....	63
Adapting to Change .....	64
Stakeholder Group Interaction .....	65
Analysis of Curriculum and Content Knowledge .....	70
Educational Connoisseurship: Pedagogical Dimension .....	72
Pedagogical Approaches .....	73
Analysis of Pedagogy .....	76
Educational Connoisseurship: Evaluative Dimension.....	84
Elements of UF's Supplier Diversity Program .....	85
Benefits .....	89
Analysis of Evaluative Dimension.....	92



Supplier Diversity Using Eisner’s Educational Criticism Model .....	93
Description .....	93
Interpretation .....	94
Evaluation .....	96
Theme-building .....	98
Impact of Supplier Diversity .....	98
Chapter Summary .....	99
Chapter 5: Summary, Critical Dialogue, Conclusions, Implications, and Suggestions .....	101
Introduction .....	101
Critical Dialogue .....	103
Confluence of Philosophy, Individual Characteristics, and Leader Experiences .....	104
UF’s Results Explained by Theory .....	106
Summary of Key Findings .....	106
Limitations .....	109
Implications .....	110
Implications for Educational Policy .....	110
Implications for Practice .....	111
Implications for Education and Training .....	111
Suggestions for Future Research .....	112
Reflexivity .....	113
Conclusion .....	113
REFERENCES .....	115
Appendix A: Historic Timeline to Today’s Supplier Diversity Programs .....	130

Appendix B: Concept Map Based on Review of the Literature .....	134
Appendix C: Interview Protocol .....	135
Appendix D: Economic Data Indicators for Gainesville, Alachua County, Florida .....	137
Appendix E: Curricula Vitae of Research Participants and Peer DebriefersS .....	140
Appendix F: Letter from the Florida Board of Governors.....	158
Appendix G: Reframed Concept Map .....	160
About the Author .....	161

## LIST OF FIGURES

Figure 1. The Instructional Arc.....	84
--------------------------------------	----

## LIST OF TABLES

Table 1. Summary of UF Administrators' Pedagogy for Supplier Diversity Using the Instructional Arc: 1988 to 2014 .....	107
Table 2. Summary of UF Supplier Diversity Leaders' Pedagogy for Supplier Diversity Using the Instructional Arc: 1988 to 2014 .....	108

## ABSTRACT

Researchers contend that higher education organizations and systems, no matter their description (public, private, two-year, or four-year), build society. Nationally, many higher education leaders discuss metrics and measures such as graduation rates, class sizes, intercollegiate athletics, famous alumni, and the extent of community engagement, as important elements of societal influence. However, within public higher education scholarship in Florida, supplier diversity is an under-recognized area. Contrary to the better-known student, faculty, and staff diversity initiatives in Florida's colleges and universities, diversification of vendor participation for procurement and contracting lacks a systematic focus. Little scholarly knowledge exists regarding the extent to which public universities in general, and Florida particularly, support supplier diversity as part of economic development efforts in communities where they are located. This study contributes to the literature about public university support and implementation of supplier diversity by examining the first program founded within the Florida State University System (SUS) at University of Florida (UF). Also, the study provides insight into whether community and organizational value occurs when supplier diversity initiatives are implemented. Lastly, the study delineates what public leaders can learn from the experiences of supplier diversity leaders at UF in order to create an effective, successful program.

## CHAPTER 1: INTRODUCTION

Pressure exists for public post-secondary educational leaders to embrace change, improve effectiveness, and overcome challenges to stay relevant in the twenty-first century (Abari, Oyetola, & Adetayo, 2014; Elliott, 2013; Stefani, 2015). Internal and external stakeholders of universities, who fall within this group of leaders, note concerns such as contributions to society, accountability, leadership direction, community interaction, and resources (Blimling, 2013; Elliott, 2013; Hoffman & Bresciani, 2010; Schott, 2012; Schuh, Biddix, Dean, & Kinzie, 2016; Sriram, 2014). Specific concerns include steep student loan debt, lack of graduates' readiness for jobs, rising tuition costs, ability to compete amid demographic population shifts, diversity and inclusion, and dwindling financial resources (Blimling, 2013; Elliot, 2013; Harrington & Maysami, 2015; Schott, 2012; Sriram, 2014). Some scholars and leaders argue that not much has changed in higher education and reform is needed (House, 1977; Noddings, 2016).

### **Problem Statement**

Across the nation, state governments demand reform and performance improvement from public higher education leaders. Public university system leaders have similar expectations (Naquin & Holton, 2006; Pettigrew, 2005; Shaffer, 2015; van der Voet, Groeneveld, & Kuipers, 2014). Higher education organizations and systems commonly describe the community-focused aspects of their purpose and mission as including the provision of knowledge-focused services such as management and technical assistance to local employers (Harrington & Maysami, 2015; Kerr, 2001; Naquin & Holton, 2006; Pettigrew, 2005; Shaffer, 2015; Schott, 2012; Stefani, 2015; van der Voet et al., 2014). This suggests that adopting holistic and inclusive economic development pursuits might complement the purpose and meaning of higher education organizations and enhance their value to the public. For example, some institutions conduct

community engagement programs for students, faculty, and staff from the standpoint of civic-mindedness, strategic management education, and group learning (Benneworth et al., 2018; Garrido-Lopez, Hillon, Cagle, & Wright, 2018; Shaffer, 2015). However, such community engagement programs do not include formal training for faculty and staff regarding action-oriented efforts to support community engagement through purchasing and procurement, in particular purchasing products and services from minority small businesses.

According to Shaffer (2015), during the twentieth century, the economic development paradigm consisted of an array of focused business incentives, financial packages, cost comparison, labor policy, permitting requirements, roads, and water systems. In the twenty-first century, economic development shifted to a knowledge-first paradigm that connects higher education to economic development strategies (Shaffer, 2015). The many definitions of economic development generally link comprehensive community building to quality of life and higher education (Feldman, Hadjimichael, Lanahan, & Kemeny, 2016; Fullan & Scott, 2009; Shaffer, 2015).

Economic development is a topic of discussion in communities and academic research (Feldman et al., 2016). Nonetheless, the role of public universities in promoting economic development is an emerging field (Schott, 2012). Research suggests an urgent need for postsecondary institutions to maintain or increase value and relevance to serve the public well. Traditional legislative criteria for the public value of public higher education point to class size, graduation rates, and cost of education. Beyond such traditional criteria, public universities arguably could fill gaps in economic development with similar legislation, metrics, and reporting requirements to enhance their local presence and value in their communities (Harrington & Maysami, 2015; Lotz-Sisitka, Wals, Kronlid, & McGarry, 2015). Through changes such as

fostering a paradigm of inclusion within their economic development practices, institutions can meet increased demands to bolster their local communities (Harrington, & Maysami, 2015; Page, 2014; Sarros, Cooper, & Santora, 2008). Local employers include businesses of all sizes, and local governments often mandate that public institutions patronize local suppliers (Blount & Hill, 2015; Harrington & Maysami, 2015). Nevertheless, public universities that support economic development initiatives as part of community engagement often fall short of supporting supplier diversity and, therefore, inclusive economic development.

### **Purpose Statement**

It is generally accepted that public universities, like other businesses, frequently contract for professional services, construction-related needs, and commodities for their operations. Supplier diversity is a proactive business process, instituted by purchasing, procurement, or other autonomous units, that aims to provide small businesses vendor equity and access for purchasing and procurement opportunities (U.S. Department of Commerce, Minority Business Development Agency, 2016; Whitfield, 2003; Whitfield & Landeros, 2006; Young, 2004). In this qualitative inquiry, supplier diversity is defined as a strategy implemented by organizations and systems to procure and contract products and services from minority business contractors and suppliers—historically marginalized businesses—as part of the supply chain for their operational needs. The purpose of this study is to examine the concept of supplier diversity through the lens of two individuals, the founding supplier diversity program leader and the immediate successor, at the University of Florida (UF) within the Florida public higher education system. Given the overall dearth of information about supplier diversity in public higher education, this study's focus on supplier diversity adds meaning through practice of supplier diversity to Florida's state universities and the communities in which they are located.

Numerous genres and subtypes of qualitative inquiry exist. A narrative research design provides the means to examine the nature and potential findings of this study (Creswell, 2014; Creswell & Poth, 2018; Eisner, 1998; Moustakas, 1994; Roberts, 2010; Rossman & Rallis, 2017; Strauss & Corbin, 1990). Pierre Bourdieu's (1993) Social Field Theory (SFT) describes the complex relationships of individuals engaged in work and how those relationships influence societal outcomes. Educational connoisseurship and criticism (Eisner, 1998; Uhrmacher et al., 2017) is a form of qualitative inquiry that uses a method of analysis closely associated with approaches to reviewing art and literature. This method allows researchers to participate in a study as a critic based on their knowledge, expertise, and beliefs by using their perception and discernment. Therefore, this narrative inquiry, which examined the supplier diversity leaders' backgrounds and experiences during implementation of the phenomenon at UF, was analyzed using Eisner's educational connoisseurship and criticism model because of its setting and context as an educational program. The program had sustainable outcomes and was the first higher education location for what is now considered as supplier diversity in Florida.

### **Research Questions**

This qualitative inquiry adds to the knowledge base on supplier diversity, an often overlooked higher education program (Kaysi, Bavli, & Gurol, 2017; Volman, 2017). The core component of this qualitative inquiry is the sharing of perspectives on reality and lived experiences of administrators of the first and longest-standing supplier diversity program in Florida public higher education. The two administrators shared their perspectives to the overarching question:



1. What can public higher education leaders learn about supplier diversity engagement as part of a university's sustainable enhancement and value for their institution and community of its location?

In addition, two ancillary questions were structured around the elements of discernment, appreciation, and valuing supplier diversity in higher education, respectively:

2. What is supplier diversity in Florida's public institutions of higher education, based on the experiences of the study participants and the researcher's understanding?
3. What are the criteria for a successful supplier diversity initiative from the perspectives of university supplier diversity administrators?

These questions provided insight on the significance and meaning of supplier diversity in public higher education institutions through the lens of the participants who administer the program.

### **Definition of Terms**

The following definitions clarify and enhance the context of this study for readers regardless of knowledge in the field of supplier diversity:

**Disparity studies.** These are analyses that compare contracting and procurement data by race, ethnicity, and gender to examine behavioral issues associated with their business utilization within a particular geographic and industry area to alleviate perceived or actual discrimination (U.S. Department of Commerce, Minority Business Development Agency, 2016).

**Diversity.** Diversity is well known within employment and recruitment, and has become a catchall phrase according to the Society for Human Resources Management/Commerce Clearing House (SHRM/CCH) seminal survey (SHRM/CCH Survey, 1993, as cited in Riccucci,

1997). Accordingly, diversity is defined as an organizational culture and system in which all people are given an opportunity to contribute to the goals of the organization.

**Economic development.** Some scholars contend that economic development is the process of creating prosperity and increasing citizens' quality of life (Feldman et al., 2016; Fullan & Scott, 2009; Shaffer, 2015); and of engaging and developing relationships with, and growing, businesses and communities (Duke, 2014). Economic development is also "defined as the expansion of capacities that contribute to the advancement of society through the realization of individuals', firms', and communities' potential" (Feldman et al., 2016, p. 8). However, the meaning of the term economic development still lacks clarity and consensus (Haider, 1986).

**Race and ethnicity.** Guidelines issued by the U.S. government defines race and ethnicity as follows: African American, a person having origins in any of the black racial groups of the African Diaspora, regardless of cultural origin; American Indian or Alaska Native, one whose origins are in any of the Indian Tribes of North and South America including Central America, who maintains tribal affiliation or community attachment; Asian American, a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent; Hispanic American, a person of Spanish or Portuguese culture with origins in Spain, Portugal, Mexico, South America, Central America, or the Caribbean, regardless of race; and Native Hawaiian or Other Pacific Islander, persons living in and whose origins are Hawaii, Guam, Samoa, or other Hawaiian Islands (U.S. Federal Statistical System, U.S. Census Bureau, 2018).

**Minority and small business contractors and suppliers.** Florida Statutes Title XIX, Chapter 288, Commercial Development and Capital Improvements, provides the basis for determining whether a business is a minority enterprise for the purpose of determining supplier diversity. Succinctly, any business domiciled in Florida whose owner is African American,

Hispanic American, Asian American, Native American, or American Woman regardless of race, is a minority business. Florida statutes stipulate that independently owned and operated businesses with a net worth of five million dollars or less and 200 or fewer full-time employees are considered small businesses.

**Supplier diversity.** Supplier diversity is the integration of small businesses and minority-owned enterprises into the organizational supply chain through procurement and purchasing (Stalinski, 2004); a proactive business process, instituted by purchasing, procurement, or other autonomous units, that aims to provide small businesses vendor equity and access through marketplace opportunities (National Association of Purchasing Management, 2001; U.S. Department of Commerce, Minority Business Development Agency, 2016; Whitfield, 2003; Whitfield & Landeros, 2006; Young, 2004).

## **Overview of Theoretical Framework and Methodology**

### **Theoretical Framework**

Supplier diversity is complex, involves several stakeholders, and encompasses sociological, psychological, economic, philosophical, and cultural underpinnings. While the concept of supplier diversity is related to several theories, Pierre Felix Bourdieu's (1993) Social Field Theory (SFT) frames this study because of the interplay among several stakeholders on a given playing field or environment regarding a particular topic. As a theoretical framework, Bourdieu's (1993) SFT suggests that the phrase "leveling the playing field" pertains to decisions made by individuals on a level field or on common ground. Firstly, the framework suggests that individuals participating on this field use available capital and habitus in order to navigate relationships. Bourdieu (1993) explains the structure of the field as "a state of the power relations among the agents or institutions engaged in the struggle, or, to put it another way, a state of the

distribution of the specific capital which has been accumulated in the course of previous struggles and which orients subsequent strategies” (p. 73). In the present study, it was acknowledged that individuals on the field do not operate as though the field were level. For example, laws and policies meant to ensure that all vendors, regardless of standing, have equal opportunities to secure contracts and generate business do not necessarily result in that outcome. This research inquires about the manner in which supplier diversity leaders perform their roles for outcomes considered as effective, useful, and successful based on their experiences and personal drivers.

The next component of Bourdieu’s (1993) SFT is capital, which refers to the types of power individuals on the field hold. He notes that this power can be cultural, social, economic, political, or symbolic. The type and amount of power held in these areas defines the position of the individuals on the field. In the context of this study, vendors utilize individual capital to leverage business opportunities. Lastly, habitus, the third element of Bourdieu’s (1993) SFT, exists as the attitudes and beliefs held by the individuals on the field that influence communication between the players. He further describes that setting or field also impact the communication between individuals, and that habitus is a dynamic concept, meaning that beliefs and attitudes can change based on the conditions.

Arguably, this study might broadly be framed within a theoretical network or neighborhood context because of the interrelatedness of various leadership theories and models (Meuser et al., 2016; Roberts, 2010; Yin, 2003). However, Bourdieu’s (1993) SFT stands out among a multitude of theories as a synthesis of theories that conveys one’s rationale for or against the supplier diversity phenomenon within public higher education. Additional theories include transformational leadership, goal clarity, role clarity, social replication, theories of

change, and homologous theories expounded upon by researchers of qualitative and quantitative inquiries (Antonakis & House, 2014; Bass, 1985; Burns, 1978; Covey, 1992; Eagly, Johannesen-Schmidt, & van Engen, 2003; Greenleaf, 2002; House, 1977; Knight & Trowler, 2001; Trice & Beyer, 1986; Yammarino & Bass, 1990; Yukl, 1999).

This research includes an examination of 11 foci found to influence the discussion of supplier diversity and discussed in Chapter 2, namely: (1) historical framework; (2) philosophical underpinnings; (3) organization and change management; (4) leadership accountability; (5) external drivers; (6) community and business engagement; (7) benefits and values to both university and community; (8) economic development and higher education; (9) pedagogical approaches; (10) purpose and mission of higher education; and (11) challenges. Together, these areas contribute to the knowledge base and connect to form the conceptual framework for this research inquiry.

## **Methodology**

Supplier diversity is complex, involves several stakeholders, and encompasses sociological, psychological, economic, philosophical, and cultural underpinnings. While this study is framed around Bourdieu's (1993) SFT, this researcher contends that Bourdieu's theory aligns with the educational connoisseurship and criticism model conceptualized by Elliott Eisner (1976) as the method of analysis and the experiences of various stakeholders involved in its implementation. This is because of the political, social, and cultural underpinnings of supplier diversity work. Of importance is that Eisner's method includes the prevalent forms of data retrieval for qualitative inquiry, acknowledges the expertise of the researcher, and ensures that participants' voices are heard over those of the researcher. However, the researcher becomes part of the study through interpreting and evaluating what was taught and learned in any given

educational study. Further, the participants and stakeholders exercise their respective authority and judgement based on their positionality in the organization and community.

Eisner (1976) posits that education is artistic, reminiscent of musicians, painters, dancers, and actors whose performances are evaluated and outcomes are made public. Critics of artists' works discuss their interpretation and the value of their art forms. Similarly, using Eisner's model, the researcher becomes the connoisseur and critic, first by evaluating an educational program, and then by integrating the retrieved data to convey the interpretation of the results from explicit and implicit expressions. Foremost, this study proposes to discover the meaning of supplier diversity in public universities. Specifically, the founder and successor of an exemplar supplier diversity initiative in higher education in Florida provided meaning to the concept of supplier diversity and enhance its understanding within public higher education.

### **Delimitations**

Foremost, site selection incorporated one state university because in 1988 UF is where the original supplier diversity program in public higher education began in Florida. In that year, an assistant director of purchasing, Larry Ellis, was hired to develop and lead the minority business enterprise program, and became the founder. He and his successor, Faylene Welcome, were trailblazers at the longest standing public higher education institution supplier diversity program in Florida. What began as the minority business enterprise program with a sole administrator evolved to today's office of small business and vendor diversity relations. Lastly, the research topic is examined broadly in the literature review due to the dearth of studies regarding supplier diversity in public higher education. However, the focus of data collection and analysis is UF, a preeminent, Research I institution in Gainesville, Alachua County, Florida.

### **Significance of the Research**

Within complex organizational systems such as universities, a small number of minority-owned businesses that are the focus of supplier diversity initiatives compete for opportunities to sell services and products to organizations that spend millions of dollars to carry out their functions (Dollinger, Enz, & Daily, 1991, as cited in Whitfield, 2003). While private enterprises have focused for years on strengthening opportunities for diverse businesses, the public sector has not kept pace (Vollman, 2017). Instead, organizational focus in public higher education dwells on student, faculty, and staff diversity (Vollman, 2017). Some researchers who write about economic development in the higher education context seemingly implore stakeholders to consider the value of supplier diversity similarly to the value of workforce diversity (Bridges, 2004; Elliott, 2013; Stalinski, 2004; Vollman, 2017). However, workforce diversity receives more attention than supplier diversity due to civil rights laws that prohibit employment discrimination (Gilothe, 2000; Shaffer, 2015; Thomas, 2004; Vollman, 2017).

Yet, companies and organizations, whether public nonprofits such as government agencies and higher education institutions, or private for-profit companies, collectively spend billions of dollars for goods, services, commodities, and construction contracts. For example, the State of Florida's budget exceeded \$83 billion in expenditures in 2017 (Florida Legislature, 2017). The State University System (SUS) of Florida's aggregated expenditures exceeded \$11.5 billion in 2016-2017 and, in 2017-2018, was over \$12 billion (Florida Board of Governors, 2017). Expenditures included educational and general contracts and grants; auxiliary support services such as housing, food services, professional services, commodities, and facilities management. Billions spent by public universities without full accountability and inclusion of all publics creates a perception of secrecy. Whether, why, and how Florida's public university

system continues to operate with a seeming lack of supplier diversity culture requires evaluation. For reasons of social responsibility, equity, and justice, existing procurement and purchasing operations in Florida's public university system should adopt supplier diversity initiatives as part of an institution's mission and purpose as the right thing to do by broadly increasing opportunities to all (Blount & Hill, 2015; Khan, 2005; Vollman, 2017).

This study is critical because of university-community connections and the call for relevance by citizens, public officials, and various leaders (Blimling, 2013; Bridges, 2004; Elliot, 2013; Kerr, 2001; Schott, 2012; Sriram, 2014). Given that economic development strengthens organizational value to society and builds communities, supplier diversity is a reasonable aspiration. This is not a new notion: the U.S. Department of Commerce, Minority Business Development Agency website (<https://www.mbda.gov>) notes that businesses build organizational value and communities through job creation, capacity building, expansion of the marketplace, and increased visibility and access for minority-owned firms. The present research inquiry into supplier diversity will inform leaders in their unique locations about the significance and meaning of effective implementation of this practice within the respective educational organization and surrounding community.

Supplier diversity has not been readily adopted within some organizations, including public higher education systems and institutions (Collins & Yeskel, 2010; Hodges et al., 2012; Oliver & Shapiro, 2010). A dearth of scholarly literature exists regarding public universities' implementation of supplier diversity strategies. This necessitates research regarding the significance, or perceived meaning of supplier diversity within the academy. This qualitative inquiry adds to the knowledge base about where diversity efforts for students, faculty, and staff employment surpasses awareness of supplier diversity among various stakeholders within public



sector higher education. It is designed as a narrative inquiry of the personal experiences and perspectives of two supplier diversity leaders at the selected site. Given that the U.S. Small Business Administration (SBA) publicizes that part of its mission is to strengthen the national economy, this research interest connected to public higher education is ripe for scholarly inquiry as part of local economic development.

### **Organization of the Study**

The chapters of this study include the introduction, review of literature, methodology, data collection and analysis, discussion, and conclusions. The first three chapters frame this study. Chapter 1, the introduction, provides the background and contextualization of the issue, problem and purpose statements, research questions, terminology, overview of the theoretical framework and methodology, significance of the research, and delimitations of the study. Chapter 2, the review of the literature, includes an introduction, theoretical framework underlying this research, followed by an examination of 11 foci that converge to convey an understanding of the supplier diversity or lack thereof within higher education settings as a primary strategy. Synthesized reviews of relevant empirical research on the selected foci contribute to the knowledge base and connect to the theoretical framework for this research inquiry. Chapter 3 outlines the research design inclusive of the methodology and methods used for this study. This chapter explains why the qualitative method was selected, outlines how the study was conducted, explains how the results were analyzed, specifies the researcher's positionality, and delineates the study's rigor, credibility, and trustworthiness.

Robust details of the experiences of the two participants are in chapter 4, which in this qualitative study constitutes the primary raw data. Ancillary archived data from periodicals, relevant websites, and their curricula vitae contributed to research and the perspectives of the

participants who lived the role of UF supplier diversity leaders at the program's inception in 1988 to its second generation from 1999 to 2014. Their accounts constitute the raw data and are the results of the study based upon the primary research question, and two ancillary questions. The method of analysis used for this study was Eisner's (1976) educational connoisseurship and educational criticism. This method of analysis is aligned with Bourdieu's (1993) SFT, which posits the plausibility of one's thinking, their respective experiences and beliefs, and social connections, political ties, language, and knowledge to their decision-making. Data analyzed using the educational connoisseurship and criticism method of analysis is arts-based and perception driven (Eisner, 1998; Uhrmacher et al., 2017), and demonstrates how one's perception and beliefs is one's habitus (Bourdieu, 1993).

Chapter 5 links the literature review, research questions, and data analysis to provide the results of this inquiry based on the study's findings, analysis, interpretation, and synthesis drawn from chapter 4 data. Here, the researcher writes with transparency about the nature and meaning of this study in contrast to other research and supplier diversity programs in public higher education. In addition to the summary of the entire study and critical dialogue, this chapter contains limitations, implications, and suggestions for future research.

### **Chapter Summary**

This chapter provided the background and contextualization of the researched issue, problem and purpose statements, research questions, terminology, overview of the theoretical framework and methodology, significance of the research, and delimitations of the study. Definitions were provided to enable understanding of the topic because of the dearth of research in higher education on supplier diversity. This examination of supplier diversity at an exemplar state university occurred to determine what higher education leaders could learn about

implementing this initiative at their universities. The study was primarily based on the perspectives of two individuals, namely, the founding supplier diversity program leader and immediate successor at UF. One established and the other sustained the efforts that continue since their respective retirements. The theoretical framework that formed the basis of the study was Bourdieu's SFT. When the data are analyzed with Eisner's educational connoisseurship and criticism model, a meaning of supplier diversity within the Florida's public higher education system emerges. Chapter 1 laid the groundwork for this appreciative, narrative study designed to outline the criteria of an effective and successful supplier diversity program and the extent in which the initiative contributes to the sustainability and enhancement of a university and the community where the institution is located.

## CHAPTER 2: REVIEW OF LITERATURE

### **Introduction**

Florida's 12 public universities, like similar universities nationwide, spend billions of dollars annually for products, services, and construction. However, despite their stated values of supporting diversity on their campuses, there is little evidence that they have a positive impact on the economic development of local diverse suppliers (Blount & Hill, 2015; Bridges, 2004; Duke, 2014; Elliott, 2013; Hodges et al., 2012). Supplier diversity, the equal opportunity and diversity side of purchasing and procurement practices, is the proactive engagement of a broad-based vendor pool used by organizations to purchase various products and services, including construction (Whitfield, 2003; Whitfield & Landeros, 2006; Worthington, Ram, Boyal, & Shah, 2008; U.S. Department of Commerce, Minority Business Development Agency, 2016; Young, 2004). While universities contribute substantially to local and statewide economies, the extent to which their leaders view supplier diversity as a key economic development strategy has not been the subject of significant scholarly inquiry. Further, even after grappling for decades with ways to maintain relevance in a changing society, institutions of public higher education have not developed new ways to support, and to ensure their relevance to, their communities such as the adoption of supplier diversity. One important way to improve community support and relevance is by supporting local businesses of all types. Assisting all businesses supports the entire community and has the potential to reform how higher education organizations conduct business with prospective suppliers for goods and services (Collins & Yeskel, 2010; Oliver & Shapiro, 2010). This narrative qualitative inquiry considers the significance and meaning of supplier diversity within public higher education.

### **Theoretical Framework Underlying the Research Purpose**

The theoretical framework underlying this research is Pierre Bourdieu's (1993) SFT. Bourdieu's (1993) SFT addresses the connection between what is known and what is not seen on the "field" or organization. The "players" or stakeholders are comprised of all participants at all levels on the field and within the organization. Bourdieu (1993) posits that what is not seen are (1) the thinking or mindsets of the individuals, stakeholders, or players in this structure; (2) their being and the sum total of their respective experiences and beliefs; and (3) what determines their success based on factors such as social connections, political ties, language, and knowledge. As noted, the educational connoisseurship and criticism method of analysis is arts-based and perception driven (Eisner, 1998; Uhrmacher et al., 2017), and demonstrates how one's perception is one's habitus (Bourdieu, 1993). As such, it can be argued that law and public policy pertaining to access, equity, and equal opportunity such as the Civil Rights Act of 1964 allow access with all players on the structural field to measurably prosper or suffer based on seen or unseen characteristics. Viewing supplier diversity through this framework can lead to greater understanding of how, despite laws meant to ensure equity, other factors exist that result in the present dearth of positive outcomes for supplier diversity in higher education.

This literature review examines that knowledge gap regarding supplier diversity in higher education settings. Eleven foci influence this inquiry: (1) historical framework; (2) philosophical underpinnings; (3) organization and change management; (4) leadership accountability; (5) external drivers; (6) community and business engagement; (7) benefits and values of supplier diversity; (8) economic development and higher education; (9) pedagogical approaches; (10) purpose and mission of higher education; and (11) challenges. These areas converge to contribute to the knowledge base and connect to form the conceptual framework for this research inquiry.

## Historical Framework

Supplier diversity is a social justice issue since what constitutes supplier diversity today stems from civil rights laws and litigation throughout American history (Hisrich & Brush, 1986; Morrison, Breen, & Ali, 2003; U. S. Department of Commerce, Minority Business Development Agency, 2019; U.S. Small Business Administration, n.d.). Appendix A reflects a historic timeline of important facts, key laws, and related court actions that led to today's supplier diversity initiatives. Assistance for minority businesses that are trying to compete in the marketplace, receive technical assistance and training, and acquire low-interest loans to strengthen their business capacity rises and falls depending upon organizational leaders (Blount & Hill, 2015; Elliott, 2013; Fullan & Scott, 2009; Jayne & Dipboye, 2004; Tucker, 2016). However, treatment accorded minority business owners has historically differed from that accorded non-minority business owners.

**The 1930s to 1950s.** Government initiatives existed in the early 1930s to support business owners. Those entrepreneurs were non-minority business owners' who received preferential access to the marketplace, including public higher education organizations that play a key role in building communities and the nation (Hodges et al., 2012; State Science and Technology Institute, 2006; Thelin, 2004). The Great Depression, World War II, and the Korean War sparked small business assistance programs (U.S. Department of Commerce, Minority Business Development Agency, 2016). Services to small businesses included loans, loan guarantees, contracts, training, and technical support that enabled small businesses to compete for defense contracts during these wars. Popular books such as Kerr's (2001) *The Uses of the University* and Thelin's (2004) *A History of American Higher Education* lack direct mention of purchasing and procurement by universities, and instead discuss donors and stakeholders outside

the business sector. Despite the lack of attention to supplier diversity, buildings were constructed, services were required, and products were bought and sold as America's universities expanded with minority businesses excluded through law, segregation, or other societal norms. The *Brown v. Board of Education* court decision changed how business was handled as the new decade ensued.

**The 1960s to 1970s.** The Civil Rights Act of 1964, 42 U.S.C.A. § 2000e *et seq.* (1964) encouraged diversity in employment and economic activity and spurred equity in contracting opportunities for minority vendors (Khan, 2005; Tierney & Chung, 2002). Affirmative action programs supported non-discrimination on the basis of race, color, national origin, and other factors. However, leadership determines an organization's focus and potential outcomes of any initiatives to achieve success (Blount & Hill, 2015; Brady, 2006; Cammarota, 2011; DuFour & Marzano, 2011; Khan, 2005; Meier, 2006; Page, 2014; Tucker, 2016). While no contrast is made in this inquiry to other parts of the U.S., which narrows the scope of this study, Florida's progress to include minority businesses in the economic and community development paradigm was slow.

**The 1980s to the present.** Efforts in Florida to include minority businesses in university purchasing decisions ensued in 1985 well after the Civil Rights Act of 1964, 42 U.S.C.A. § 2000e *et seq.* (1964). This lag suggests that the process of educating individuals engaged in purchasing, higher education administrators, and political leaders requires intentional steps to effect change. In 1999, then Governor Jeb Bush reformed the state's procurement process to encourage the pursuit of supplier diversity by education and expectation (Kilborn, 2000; Tucker, 2016). In doing so, he banished race-related preferences and instituted a consciously race-neutral culture for supplier diversity within Florida's government and state universities, with mixed

support and results (Kilborn, 2000; Tucker, 2016). His initiative was intended to provide to minority businesses much of the same support that had been given to non-minority businesses throughout history; however, there is no indication that support provided to non-minority businesses was ever met with the opposition he faced, and when his term ended, implementation and outcomes of supplier diversity initiatives changed because a new leader's focus prevailed (Blount & Hill, 2015; Brady, 2006; Cammarota, 2011; DuFour & Marzano, 2011; Khan, 2005; Kilborn, 2000; Meier, 2006; Page, 2014; Tucker, 2016). Not surprisingly, such reversals happen in hierarchical leader-centric organizations, and no Florida Governor since Bush has made supplier diversity a key focus.

### **Philosophical Underpinnings**

Embracing democratic values and incorporating diversity in education significantly increases understanding of these concepts by individuals, and promotes a democratic culture and society to which some public sector leaders, including state university leaders, aspire (Blount & Hill, 2015; Brady, 2006; Cammarota, 2011; Meier, 2006; Page, 2014). Given that each new cycle of leadership engenders differences of opinion and interpretations, new leaders' respective realities, values, and belief systems matter because they shape regulations, set standards and vision, and establish organizational norms (Blount & Hill, 2015; Carter, Skiba, Arredondo, & Pollock, 2014; Drach-Zahavy & Erez, 2002; Fullan, 2001; Jayne & Dipboye, 2004; Kotter, 2011; Page, Oldfield, & Urstad, 2008; Senge, 2013).

In a democratic society, it can be argued that support for supplier diversity strengthens public higher education organizations (Hodges et al., 2012). Shifts in laws changed some leaders' thinking and subsequently increased economic participation of small and minority businesses. The U.S. government led the way and court cases throughout the country resulted in



landmark decisions that impacted supplier diversity in the corporate and public sectors as noted in Appendix A. Overcoming societal and philosophical marginalization of minority business owners requires that initiatives such as supplier diversity be framed as an opportunity rather than a push to amend past racial inequality (Drach-Zahavy & Erez, 2002; Jayne & Dipboye, 2004; Page et al., 2008). The reality is that business assistance programs are well established. Appendix A depicts the gradual inclusion of minority businesses in the business development paradigm, which indicates the minority emphasis of the field from 1960s to the present.

Though efforts for business inclusion from the standpoint of race and gender have not been fully embraced, some societal volatility caused by disruption of *the good old boys network* prompted some public sector leaders to address challenges in changing the thinking of administrators and staff (Lotz-Sisitka et al., 2015; Wals & Schwarzin, 2012). Not all agree how to embrace democratic values, and this lack of agreement creates culture wars, especially with respect to education. For example, Cammarota (2011) discussed the clash between Arizona politicians and education administrators who sought public school curricula devoid of diversity content on the one hand, and those who saw value in sustaining multicultural perspectives as part of democratic ideology on the other. Assertive efforts to promote policy that dissents from and supports Eurocentric narratives have gained momentum in today's society (Bennet & Bennet, 2008; Cammarota, 2011; Meier, 2006; Page, 2014).

Understanding the past allows individuals to interpret and respond to present circumstances (Bennet & Bennet, 2008; Cammarota, 2011; Meier, 2006; Page, 2014). In essence, shifts and changes in public policy that caused policies and practices to change in the past can be repeated. This highlights the need for public higher education institutions to address challenges

in the thinking of their stakeholders to respond to needs of society as a whole and not just some individuals or groups for democracy.

### **Organization and Change Management**

Organizational change theory explains the types of change, why change is important, and how change is manifested in organizational settings (Bolman & Deal, 2013; Burke, 2014; Kotter, 2011). For this study, relationships among stakeholders are important and how relationships work depends upon their background, culture, education, and linguistics, as examples (Bourdieu, 1993; Eisner, 1976; Moroye, Flinders, & Uhrmacher, 2014). Within organizations, relationships can be different based upon internal and external factors (Duke, 2014; Tschannen-Moran, 2004).

Internal decisions can ebb and flow based on organizational leadership changes because of their individualistic respective perceptions, ideas, and understandings (Bolman & Deal, 2013; Bourdieu, 1993; Burke, 2014; Kotter, 2011). Thus, because leaders are replaced, outcomes can change as ideas or situations shift. External factors such as laws and regulations can impact the extent of implementation of organizational initiatives. Leaders can promote change in their organizations by understanding others in their group, team, or organization, and by discerning, accepting, and adapting to change as it evolves in their organizational sphere (Duke, 2014; Guajardo, Guajardo, Janson, & Militello, 2015; Lotz-Sisitka et al., 2015).

Academic research shows that change is highly complex, touching on issues that define actions of leaders, educators, students, disciplinarians, beneficiaries, developers, and implementers of sustainable policies. Only by raising issues pertaining to supplier diversity will a shift occur from thinking to commitment (Bridges, 2004; Page et al., 2008). This shift will encourage integration of equality measures into management and leadership of public sector organizations. Clearly, then, leadership decisions result in distinct outcomes because of leaders'

characteristics, relationships, culture, background, and experiences (Burke, 2014; Drach-Zahavy, & Erez, 2002; Goleman, Boyatzis, & McKee, 2015; Guajardo et al., 2015; Heifetz & Linsky, 2002; Senge, 2013). Therefore, change, such as adopting and embracing innovation and ideas such as supplier diversity in public higher education cannot and will not happen if individuals at the helm are mere placeholders in organizations instead of catalysts for progress (Burke, 2014 Guajardo et al., 2015).

### **Leadership Accountability**

The process by which universities contribute to society is leadership driven, and higher education institutions are not immune to society's expectation for better leadership (Duke, 2014; Stefani, 2015). Mary Sue Coleman, former president of the University of Michigan, emphasized that universities should "be the innovators we are teaching our students to be" (Duke, 2014, p. 20). Accountability contributes to change because actions and inactions of formal and informal organizational leaders shape outcomes within organizations and society (Blimling, 2013; Elliott, 2013; Hoffman & Bresciani, 2010; Katzenbach & Kahn, 2010; Schott, 2012; Schuh et al., 2016; Sriram, 2014). Connecting accountability and responsibility to the emotional needs of individuals engaged in the work means that expected outcomes are likely met (DuFour & Marzano, 2011; Kotter, 2011; Sandstrom & Smith, 2016; Stefani, 2015). Therefore, while the effects of leadership are never certain (Abari et al., 2014; Denhardt & Campbell, 2006; Fullan & Scott, 2009; Lord, Dinh, & Hoffman, 2015; Meuser et al., 2016), a leader's clearly articulated expectations create a culture of adopting and adapting to change (Jayne & Dipboye, 2004; Locke & Latham, 1990), thus the importance of power and authority vested in leadership.

## **External Drivers**

Where diversity is a business imperative, organizations perform better; however, such a perspective calls for changes in epistemology and education (Corcoran & Wals, 2004, as cited in Lotz-Sisitka et al., 2015; Jayne & Dipboye, 2004). External factors such as regulations, policies, and societal norms shape and influence diversity attitudes and actions that are viewed by some organizations as a social responsibility (Harrington & Maysami, 2015; Khan, 2005; Snider, Halpern, Rendon, & Kidalov, 2013; Stalinski, 2004; Tierney & Chung, 2002; Whitfield & Landeros, 2006). Further, the increasing growth rate of minority populations underlines the need for higher education leaders to shift and renew their focus on social practices that address critical diversity concerns (Elliott, 2013; Jayne & Dipboye, 2004; Konrad, 2003; Page, 2014; Will, et al., 2008).

Demographic shifts of racial minority populations will continue to increase through at least 2024 and will impact organizations from many sides (Bureau of Labor Statistics, 2015). Public awareness of employment diversity began with the Civil Rights Act of 1964. However, the impact of increasingly diverse employees who earn more income and complete more education on prospects for a diverse vendor supplier base is being recognized by research (Corcoran & Wals, 2004, as cited in Lotz-Sisitka et al., 2015; Jayne & Dipboye, 2004; Konrad, 2003; Page, 2014; Will et al., 2008). Higher education leaders would do well to sustainably integrate diversity and face the future robustly prepared and valued by society.

## **Community and Business Engagement**

Successful implementation of community and business engagement strategies depends on collaboration and relationship building among university leaders, business owners, and procurement professionals (Tajfel & Turner, 1986). Achieving this goal implicitly draws higher

education organizations into social identity theory, which posits that to achieve a goal, individuals must identify with a group or organization similar to them (Tajfel & Turner, 1986). Significantly, Bourdieu's (1993) Social Field Theory explains how the complexity of these relationships influence societal outcomes. When there is little or no staff diversity in higher education organizations, there is less likelihood of success in community and business engagement, especially with minority businesses.

Partnerships between small businesses and universities can be mutually beneficial. Scholars contend that higher education institutions should engage with real world issues, and they propose a turnaround strategy for universities that fall short of their potential to contribute to such issues (Duke, 2014; Fullan & Scott, 2009; Shaffer, 2015; Stefani, 2015). However, there is no one method to achieve desired results (Shaffer, 2015). Some universities in Georgia, North Carolina, Louisiana, Texas, and Florida already enjoy benefits of their community and business engagement that include jobs for graduates, ongoing relationships that contribute to sponsored research and other programs, support for up and coming companies, and donations to the higher education institutions (Duke, 2014).

### **Benefits and Value of Supplier Diversity**

Some scholars have sought a greater understanding of the value of supplier diversity (Harrington & Maysami, 2015; Stalinski, 2004; Whitfield & Landeros, 2006). Despite opposition, mutual benefit exists through opportunities for joint educational and business activities, prospective jobs for students, economic regeneration that spurs business growth, collaborations between emerging and mature businesses, contributions to local economic growth, and viability of communities where universities are located (Bridges, 2004; Harrington & Maysami, 2015; Stalinski, 2004; Whitfield & Landeros, 2006). Other benefits of supplier

diversity include “access to new markets, stronger competitive position, and a stable consumer market” (Whitfield & Landeros, 2006, p.18).

### **Economic Development and Higher Education**

**Potential for universities.** The Chamber of Commerce’s 1986 Leadership Mississippi Class identified increased potential for universities to strengthen their communities. That potential is evident today when state and local governments turn to higher education institutions for support for retention of existing businesses and creating new business development (Duke, 2014; Shaffer, 2015). Strategies for universities and colleges to pursue economic development efforts, if desired, should proceed cautiously, stated Shaffer (2015), who noted that there is no cookie-cutter strategy. If institutions are to be successful at the intersection of their institutional strengths and their community, economic and business structures, they must experiment to achieve the desired results and leverage five elements: leadership at all levels, resources, flexibility, culture and the ensuing new paradigm (Shaffer, 2015). Georgia’s research and business assistance entrepreneurial program and New York’s tax-free zones contributed to substantial regeneration and creation of sustainable communities, and involved higher education organizations (Duke, 2014; Fullan & Scott, 2009; Schott, 2012; Shaffer, 2015). This history suggests that postsecondary education institutions can contribute innovatively to society beyond serving primarily as degree factories. University leaders can promote economic development by leveraging their respective organization’s and community’s knowledge base and through job creation within and outside their institutions.

**New model “U.”** In *Innovation U.: New University Roles in a Knowledge Economy* (Tornatzky, Waugaman, & Gray, 2002) for the Southern Technology Council and Southern Growth Policies Board, Dr. Walter Plosila asserted that universities in America have set the

standard for research. Since the 1990s, an emerging model of education practice, and higher education institutions and systems is the pursuit of strategies to help businesses prosper and grow through knowledge creation and knowledge transfer (Duke, 2014; Elliott, 2013; Harrington & Maysami, 2015; Robinson & Adams, 2008; Shaffer, 2015). Broadly, these scholars cite strategies that include offering academic programs in entrepreneurship, providing technical and administrative assistance, serving on economic development councils, training employees, and partnering with innovation parks that conduct research and spawn new business growth.

Governments recognize that higher education institutions provide economic, environmental, and cultural benefits to communities where they are located, and are critical to re-balancing the economy of communities under stress and promoting growth in those that are prosperous (Elliott, 2013). Changes have been made by higher education institutions that are positioned as economic development catalysts (Giloith, 2000; Schott, 2012; Shaffer, 2015). Towson University, a public university in Baltimore County; University of Houston, the “energy university”; and universities in previously noted states demonstrate that economic development initiatives are mutually powerful. However, rarely is supplier diversity mentioned as a strategy for community growth and prosperity (Giloith, 2000; Schott, 2012; Shaffer, 2015).

**Diverse business support.** Embracing innovation, such as supporting small and minority businesses as part of the economic development continuum, is critical to the long-term survival of universities (Bridges, 2004; Elliott, 2013; Harrington & Maysami, 2015; Schott, 2012; Shaffer, 2015; Stefani, 2015; Will et al., 2008). In response to the call by researchers and stakeholders for renewed focus on social practices to address critical diversity concerns, organizational leaders created programs, such as supplier diversity, to reap the benefits for their corporations (Jayne & Dipboye, 2004; Locke & Latham, 1990; Will, et al., 2008).

The U.S. Department of Commerce's State Science and Technology Institute (SSTI) Study (2006) noted that higher education leaders' role in economic development transcends size, level, and rank of the institution. The idea of institutions of higher learning as innovators and economic development drivers comes from many directions. Considering Florida's public universities' massive contributions to the state's economy, spending opportunities should allow for broader participation in economic development activity with increased focus on diverse supplier relationships (Hodges et al., 2012; Robinson, 2015).

**Role of community, junior, and technical colleges.** Community, junior, and technical colleges engage in an economic development paradigm. Workforce-related programs in North Carolina, Georgia, and Nebraska community and junior colleges were created to meet the training needs of new or expanding businesses (Elliott, 2013; Shaffer, 2015). In rural Sidney, Nebraska, a community college helped to retain a growing national company (Elliott, 2013; Shaffer, 2015). Research has shown that higher education institutions can have a substantial influence on regeneration and creation of sustainable communities, and should be more entrepreneurial (Duke, 2014; Elliott, 2013; Robinson & Adams, 2008; Schott, 2012).

### **Pedagogical Approaches**

According to Lotz-Sisitka et al. (2015), "all [human beings] require engaged forms of pedagogy that involve multi-voiced engagement with multiple actors with an emphasis on co-learning, cognitive justice, and formation and development of individual and systemic agency" (p. 78). In contrast, the interaction between diverse suppliers and public procurement officials who historically focus on the legal aspects of set-asides with rigid implementation standards sees doomed to failure (Blount & Hill, 2015). Clear standards are a key determinant for outreach and



compliance; however, training, education, and knowledge also positively affect public procurement and purchasing behavior pertaining to diverse vendors (Blount & Hill, 2015).

The concept that teachers and students teach, and learn from, each other (Dewey, 1938, 2007; Noddings, 2016) can apply to buyers and sellers of goods and services for educational institutions and systems. Procurement officers who engage with or learn about previously unknown businesses are likely to purchase goods from them because they have acquired knowledge of the business's attributes, and the inverse is also true (Blount & Hill, 2015). Knowledge is indeed powerful as a sociological and psychological consciousness process (Dewey, 1982; Freire, 1968, 1993).

### **Purpose and Mission of Higher Education**

That higher education institutions should engage in real world issues by adding innovations to established higher education practices is not contentious (Elliott, 2013; House, 1977; Shaffer, 2015). Providing broad-based education to students, engaging in community and organizational service, and fostering scholarly research by faculty remain at the forefront of a university's purpose and mission (Feldman et al., 2016; Fullan & Scott, 2009; Giloth, 2000; House, 1977; Kerr, 2001; Schott, 2012; Shaffer, 2015). However, do higher education institutions' missions and priorities align with engagement in economic development?

Although traditional university missions converge on the purpose of education as change and improvement in individuals and the wider society, economic uncertainty has tended to undermine this established way of thinking. State governments demand a strong return on funds allocated to higher education institutions. Their expected return is timely graduation of highly skilled and entrepreneurial individuals who will drive economic growth in the communities

where they choose to live and work. Inherently, a new purpose of contributing to economic development.

## **Challenges**

Challenges face higher education systems, institutions, and leaders that are aspiring to increase and sustain relevance in the twenty-first century such as funding, decreasing number of high school graduates, and growing needs for services due to immigration (Elliott, 2013; Schott, 2012; Will et al., 2008).

How public higher education frames their mission and priorities ultimately shape their government funding, posits Elliott (2013). Also, when problems in the economy persist, the tax base declines and educational funding decreases (National Research Council, 2012; Pink-Harper, 2015). National data indicate that fewer students are entering higher education with a reported rate of less than 25% of community-college students applying to attend a university (Schott, 2012). This represents a huge potential loss of professional and other highly skilled employees, and if these individuals lack the assets necessary for them to find gainful employment, might they start a business? Minority student demographics for higher education suggests the need for social programming and education to address critical concerns for immigrants whose numbers are increasing in Florida (Will et al., 2008). Though not directly related to this study on supplier diversity in higher education, there is tangential relationship to these challenges and the competition for scarce resources faced by educational institutions and government (Will et al., 2008).

**Relevance.** Higher educational institutions continue to face questions regarding their relevance and the value of the education they provide to students (Schott, 2012). Where is the public good in delivering years of study, increasing tuition costs, and accumulating student loan

debt to produce college graduates (or dropouts) with no jobs? Promotion of economic development aligned with educational programs is viewed by educational leaders as critical to their organizations' long-term survival (Schott, 2012). Shaffer and Wright (2010) of the Rockefeller Institute of Government advocate a pragmatic approach to effective economic development involving higher education leaders, to close the skills gaps among college graduates and to ensure that skills needed by employers are prioritized (Schott, 2012; Shaffer & Wright, 2010). However, inquiry about institutional measures that promote economic and workforce development is largely lacking.

### **Chapter Summary**

The review of the literature was influenced by the research questions. Eleven foci converged to convey an understanding and meaning of supplier diversity, or lack thereof, within higher education settings as part of institutional mission and purpose. This synthesis of relevant empirical research connected to create understanding of the supplier diversity phenomenon. Appendix B illustrates these connections. Chapter 3 will explain the research design based on the questions and the theoretical framework regarding supplier diversity program implementation in a higher education setting selected because of its exemplar status.

## CHAPTER 3: RESEARCH DESIGN

### **Methodology**

A narrative, qualitative research design was selected because of the nature of this study and its potential findings for providing insight and perspectives on the phenomenon of higher education supplier diversity initiatives (Creswell, 2014; Creswell & Poth, 2018; Eisner, 1998; Moustakas, 1994; Riessman, 2008; Roberts, 2010; Rossman & Rallis, 2017; Strauss & Corbin, 1990). Because of the complexity of supplier diversity, this methodology includes constructs from Bourdieu's (1993) SFT, which provides meaning about interactions between multiple stakeholders in a social setting guided by individuals' habitus and their social, economic, and cultural capital.

Here, participants' lived experiences were analyzed using Eisner's (1976, 1998) educational connoisseurship and criticism model (Eisner, 1976; Moroye et al., 2014). Eisner's method of analysis aligned with this narrative inquiry to evaluate supplier diversity initiatives in public universities in Florida. His method allows various methodologies, measurement, and evaluation methods. This method of analysis allowed for a review of this phenomenon to increase knowledge for leaders in the field and their stakeholders (Kaysi et al., 2017; Yuksel, 2010). Supplier diversity represents innovation in the educational arena and has been neither studied nor evaluated as an educational program (Schott, 2012; Shaffer, 2015; Snider et al., 2013; Vollman, 2017).

The procedures used were designed to ensure rigor, credibility, and trustworthiness, which are important aspects for qualitative studies.

### **Site Selection**

Eisner (1998) questioned innovation in education. He specifically introduced the notion that educational connoisseurship and criticism can be used in various educational contexts, and his approach has been utilized by many scholars (Kaysi et al., 2017; Kramer, 2015; Moroye et al., 2014; Yuksel, 2010). In line with his thinking regarding non-curricular educational improvement, the present study was conducted with two individuals whose experiences as long-standing employees in the field occurred in part at UF, among the oldest public university in Florida. The beginnings of the UF supplier diversity program are reminiscent of an artist's palette of various paints that, when finally applied to canvas, represents an artistic rendering for onlookers to observe and touch.

Divergent information exists about the founding and establishment of UF. Through various sources, UF is linked to state-funded East Florida Seminary founded in 1853 in Ocala, and Florida Agricultural College that was founded in 1884 as the state's first land-grant institution, which opened in Eau Gallie near Melbourne (Kleinberg, 2019; University of Florida Honors College, 2014). Depending on the source, in 1905 or 1906 the seminary and college consolidated, moved to Lake City, was named the University of the State of Florida, and returned to Gainesville (Batesel, xx; Kleinberg, 2019; McCarthy, 2000). Since 1909, its simplified name, University of Florida (UF) and location have remained. Women were first admitted to the university in 1947, and desegregation began in 1958, about four years after the landmark *Brown vs. Board of Education* decision by the U.S. Supreme Court that ruled segregation laws unconstitutional in states where they existed (Kleinberg, 2019; McCarthy, 2000; University of Florida Honors Program, 2014).

UF is known for stimulating growth in its local area and is key to economic prosperity in

the region (Hodges & Stair, 2019). It was the first university in Florida to focus on small business and vendor diversity relations, including minority business development. Its vendor diversity program has operated continuously from 1988 to the present (2019), according to study participants and UF website scan.

### **Participant Selection**

For this study, purposeful sampling was used (Creswell & Poth, 2018; Merriam & Tisdell, 2016; Roberts, 2010). The predetermined selection criteria for the participants were their knowledge of supplier diversity, longevity in the field, experience in supplier diversity initiatives implementation within a public university setting, and evidence of individual and/or organizational success. Two participants with extensive firsthand knowledge of and experience with government and public university policies were identified. Their longevity, experience, and personal knowledge about supplier diversity where they worked are essential to the body of knowledge in this research study.

Significantly, the participants, Larry Ellis and Faylene Welcome, worked at UF where the longest-running supplier diversity program exists for public higher education in Florida, but at different times. Larry discussed his understanding of supplier diversity and rendered feedback as founder of UF's supplier diversity efforts. The second participant, Faylene, was hired into the role after Larry was promoted into another job at UF. They both discussed changes that subsequently occurred and provided personal experiences and perspectives on their supplier diversity implementation journey. The participants spoke about their lived experiences by responding to semi-structured interview questions (Creswell & Poth, 2018; Eisner, 1998; Merriam & Tisdell, 2016; Moustakas, 1994; Rossman & Rallis, 2017; Seidman, 2006). The two study participants' overall experiences in the field of what is now considered supplier diversity

span nearly 50 years of which a collective 26 years at UF were spent directing the longest standing supplier diversity office of its kind of all state universities in Florida.

## **Data Sources**

### **Participant Interviews**

An extensive interview was key to this process, and several researchers present guidance on interview protocol (Alexander & Hermann, 2016; Creswell & Poth, 2018; Hayes & Singh, 2012; Merriam, 1998; Seidman, 2006). Face-to-face interviews were conducted to obtain robust and descriptive data for this study. As advocated by Seidman (2006), the participants first recounted their history and life stories, then responded to specific questions about supplier diversity, and lastly engaged in reflective dialogue about the meaning of their experiences. The participants worked in the same field, in the same setting, and at different times, and were knowledgeable in the field of supplier diversity. Key focus areas for interview questions included the nature of their program operations; interactivity among organizational departments and stakeholders; internal and external influences; challenges, changes, and constraints over time; criteria for success; and lessons learned.

### **Print and Electronic Artifacts**

Personal and publicly obtainable documents about the participants were retrieved to cross-check and corroborate their stories and responses (Creswell & Poth, 2018; Merriam & Tisdell, 2016; Roberts, 2010; Rossman & Rallis, 2017). This type of data collection was unobtrusive to the participants, convenient to the researcher and saved time and costs of transcribing data (Bogdan & Bilken, 1992; Creswell & Poth, 2018; Merriam, 1998). Leveraging available technology broadened the depth and breadth of knowledge obtained about supplier diversity functionality in public higher education. It also provided illuminating data about the

stories told by the participants to special audiences engaged in economic development and procurement. Artifacts included online periodicals and secondary resources such as websites, agency reports, and relevant university documents that expounded on the effect of supplier diversity initiatives on organizational leaders and the organization.

### **Data Collection Procedure**

Telling or retelling a story about the lived experiences of individuals who were supplier diversity leaders through a narrative approach represents “both a methodology and phenomena” (Clandinin, 2007, as cited in Creswell & Poth, 2018, p.68). To guide this narrative study, oral records were collected through multiple semi-structured, in-depth interviews. Available personal and public artifacts, both independently sought and provided by the participants, such as curricula vitae, printed and online periodicals, websites, and awards, were used (Creswell & Poth, 2018; Merriam & Tisdell, 2016; Moustakas, 1994; Rossman & Rallis, 2017). The data collection process incorporated field notes and the researcher’s personal thoughts written on a chart and bracketed to ensure rigor, credibility and trustworthiness, all of which are important to scholarly qualitative research (Creswell & Poth, 2018; Roberts, 2010; Rossman & Rallis, 2017).

Prior to data collection, the researcher met with her committee chair and committee members to ensure all appropriate protocols of the University of North Florida’s (UNF) Institutional Review Board (IRB) were met. With guidance from the UNF IRB and upon subsequent IRB approval, face-to-face semi-structured interviews (Appendix C) were conducted and recorded in May 2019 and July 2019 with Larry the founder, and Faylene the successor, respectively. Details of the process follow:

- audio recorded interviews with each participant;
- listened to the audio recordings to ensure clarity;



- used a commercial transcription service to facilitate timely data retrieval;
- followed up with participants for clarification and member-checking of transcripts;
- requested participants' curricula vitae and copies of awards, plaques or news articles as additional artifacts;
- forwarded transcripts to each participant for their review and feedback;
- coded and recoded information for placement in several themes;
- drafted and redrafted results to organize data based upon themes;
- forwarded results to participants for member-checking, followed by the peer-debriefer to review for credibility and trustworthiness;
- contrasted final edits from participants with the original transcripts and draft of results to verify subject, topic, nature of information conveyed, and distinctions;

In summation, the process included conducting interviews, transcribing data, checking and rechecking for veracity, and coding and recoding. The entire process occurred within seven months from inception of the research.

### **Data Analysis and Analysis Approaches**

The analysis process was fluid, non-linear, and occurred in cycles or phases. It utilized themes, ideas, and results that emerged from the research questions (Creswell, 2014; Creswell & Poth, 2018; Roberts, 2010; Rossman & Rallis, 2017; Tesch, 1990). The overarching method of analysis used for this study was Eisner's (1976) educational connoisseurship and criticism model. The overarching research question was: "What can public higher education leaders learn about supplier diversity engagement as part of a university's sustainable enhancement and value of their educational organizations and systems?" Eisner's model was used to organize the collected data and interpret supplier diversity as an educational program. Educational criticism

and connoisseurship uses a method of analysis closely associated with approaches to review art and literature, and allows the researcher's participation as a critic and researcher based on their knowledge and expertise of the selected study (Moroye et al., 2014).

**Process.** The process, prevalent in qualitative research, involved thorough examination of the interview transcripts for theme generation, developing textural and structural descriptions that captured the essence of the phenomenon of supplier diversity (Creswell & Poth, 2018; Merriam & Tisdell, 2016; Moroye et al., 2014; Roberts, 2010; Rossman & Rallis, 2017; Tesch, 1990). A matrix was created to assist with organizing and managing the data derived from in-depth, semi-structured interviews, documents, and other artifacts (Merriam & Tisdell, 2016; Rossman & Rallis, 2017; Tesch, 1990). Next, inductive and critical interpretation of the data revealed themes and sub-themes. These themes required adjustments to differentiate among broad, interrelated, and common sub-themes that were derived from open coding and descriptions by participants of the context and nature of supplier diversity (Crabtree & Miller, 1994; Creswell & Poth, 2018; Merriam & Tisdell, 2016; Roberts, 2010; Rossman & Rallis, 2017).

The creation of themes enhanced the interpretation process when determining their meaning and connectivity with theory, which in this instance was Bourdieu's (1993) SFT (Creswell & Poth, 2018; Roberts, 2010; Rossman & Rallis, 2017; Tesch, 1990). Recoding enabled the interpretation of results, which was not simply writing about the participants' experiences but reporting on what was implicit in their statements (Crabtree & Miller, 1994; Creswell, 2014; Creswell & Poth, 2018; Eisner, 2002; Merriam & Tisdell, 2016; Roberts, 2010; Tesch, 1990). Such interpretation is an important aspect of Eisner's (1976) educational

connoisseurship and criticism model of analysis. For clarity, the themes were arranged according to the dimensions of educational connoisseurship explained below.

**Educational connoisseurship and criticism.** Educational connoisseurship and criticism are embedded in this data analysis, through the views of educational leaders in the field of practice (private perceptions), and through evaluation of the results by field experts (criticism and the public act of disclosure). Essentially, this method of analysis bridges the connoisseur's perception of an educational pursuit and its disclosure for constructive improvement. This process requires the researcher to understand the field and "be able to observe the subtleties and intricacies of the educational setting" (Moroye et al., 2014, p. 149). The process is synonymous to that of the art critic whose appreciation of any special interest is based on the observer's background and ability to discern subtleties, intricacies, complexities, and nuances, and explain to the world what is not immediately evident.

***Educational connoisseurship.*** Pursuant to Eisner (1998), an educational connoisseurship analysis requires five areas of inquiry on the part of the connoisseur:

- **Intentional:** The aims, goals, and purpose of the program are articulated.
- **Structural:** The organizational and other aspects of the environment that influence learning and relationships are identified.
- **Content Knowledge:** What is taught and the alternatives to what is taught are determined. In the context of supplier diversity, this inquiry translates to what is fostered, what is neglected, what resources diverse suppliers use to participate, and with whom they engage collaboratively or individually.
- **Pedagogical:** The connoisseur adds to this inquiry by explaining explicit and implicit knowledge. In this study, such knowledge concerns supplier diversity outcomes,

achievements, and relationships between diverse suppliers and supplier diversity leaders at the higher education site.

- Evaluation: The consequences of leaders' assumptions and practices (which determine what matters) are established.

***Educational criticism.*** The remaining component of Eisner's (1998) dichotomy is criticism. Eisner (2002) posited educational criticism as reporting and divulging meanings of educational initiatives to strengthen outcomes for improvement (Moroye et al., 2014).

Educational criticism comprises four dimensions that are explained as follows:

- Description: The phenomenon is identified and characterized, usually through narratives to enhance readers' knowledge of the subject area.
- Interpretation: The meaning of stakeholders' experience is discovered. In this study regarding supplier diversity, Bourdieu's SFT unwrapped possibilities for the significance and meaning of supplier diversity, and how and why they existed.
- Evaluation: Meanings are explained, stakeholders' experiences are honored, and improvement is the focus, although improvement is not automatically based on predetermined standards.
- Theme-building: Repeated topics, points, or qualities form the basis of present and future inquiries.

***Use in educational contexts.*** Some researchers assert that educational connoisseurship and criticism is useful in diverse educational contexts. Kaysi et al. (2017) evaluated flight simulator lessons conducted in vocational higher education in Turkey. They found a need for collaboration between the university and private sector representatives to guarantee improvement in program outcomes. Kramer (2015) used Eisner's model to provide insight into the complex

educational environments of Jewish day schools. The researchers considered that this method helped “examine, reflect, and value the artistry and intricacy of Jewish day school programs” (p.79) to achieve their goal of strengthening Judaic studies programs while instilling students’ commitment to Jewish beliefs.

Eisner’s method of analysis was considered a useful tool for the present research. According to Eisner, “A way of seeing is also a way of not seeing” (Eisner, 1998, p. 67), because we typically see what we know. Educational connoisseurship and criticism allow the researcher to interpret the data and give meaning to it through their respective knowledge. Eisner’s method of analysis is useful in the field of teaching and learning and, here, this method is extended to a public higher education setting with a focus on evaluating aspects of supplier diversity in public state universities for improvement.

### **Researcher’s Positionality**

The research area selected for this study aligns with my interest in strengthening Florida’s efforts to better assist minority small businesses through effective and sustainable policies and initiatives, especially in higher education. Although several entities in Florida, such as the Florida Chamber of Commerce and the Florida United Business Association, support measures to meet employment and business development needs in the state, efforts to embrace and implement supplier diversity business initiatives are not valued or prioritized by public universities in the same way as employment diversity for faculty and staff, or diversity in student recruitment.

I am an equal opportunity, diversity, and inclusion administrator in higher education who believes that supplier diversity strengthens and creates a high quality of life for communities that host universities. In my nearly 25 years of dedicated higher education service, I have built a

strong record of leadership and management success in institutions that include two- and four-year colleges and universities and regional and Tier I research universities. My entire career has focused on advocating for diversity. I single-handedly established an equity and diversity office at one state university. I am a former entrepreneur who worked in banking and finance, founded a Chamber of Commerce in Tallahassee, and recommended statewide policy improvements as chairwoman of the Florida Advisory Council on Small and Minority Business Development. Therefore, it is my personal and professional goal to work both independently and collaboratively to conceptualize, administer, and evaluate programs and initiatives and foster a paradigm for business inclusion on behalf of Florida's small businesses, a category that includes most minority-owned businesses.

Little known about me publicly is my background in the arts, which is why Eisner's (1976) educational connoisseurship and criticism model resonated with me. I wrote, acted, and directed plays in elementary through junior high school. I also played piano and clarinet in elementary and junior high school. From junior high school through college, I taught and performed as an Afro-Caribbean dancer starting first at Dade Street Community Center in Tallahassee, Florida, and as a student at Florida A&M University. Years later, I joined my first husband as a back-up then lead female vocalist for a professional rhythm and blues band in Tulsa, Oklahoma.

Because I have worked for many years in the supplier diversity world and have guided statewide supplier diversity policy, my lens helped to ensure that salient questions were asked to close any gaps discerned during the data collection and analysis process (Rossman & Rallis, 2017). Also, my background as a former certified Supreme Court mediator, complaint investigator, and a journalist enabled accurate and objective interpretation and analyses used in

the results and conclusion of this study, and allowed the voices of the participants to add to the knowledge base where a dearth exists (Blount & Hill, 2015; Bridges, 2004). Employing these strategies ensured responsible, credible interpretation of the data.

### **Rigor, Credibility, and Trustworthiness**

Preserving the rigor, credibility, and trustworthiness of qualitative research is important and several approaches towards this aim have commonalities among researchers. Select strategies were employed for methodological rigor, credibility, and trustworthiness of this research study: triangulation of the data, member checking, use of two peer debriefers, and engagement in ongoing discussion with colleagues in supplier diversity and economic development (Clandinin & Connelly, 2000; Creswell & Poth, 2018; Merriam & Tisdell, 2016; Roberts, 2010; Rossman & Rallis, 2017; Tesch, 1990; Yin, 2003). The research design was developed based on the premise that open coding, themes, and collaboration between the researcher and participants should occur (Fereday & Muir-Cochrane, 2006; Rossman & Rallis, 2017). Coupled with Eisner's (1976) method of analysis, the experiences of the researcher and peer debriefers are acknowledged and ensure that the results are unfettered.

**Triangulation.** Procedures to triangulate evidence and data were conducted on a continuous basis (Creswell & Poth, 2018; Merriam & Tisdell, 2016; Roberts, 2010; Rossman & Rallis, 2017). This included corroborating data provided by the study participants with secondary data such as demographics noted on government, university, and chamber of commerce websites.

**Member checking.** Concerns for accuracy are relevant in qualitative research. The study participants were provided their respective interview transcripts and findings for their review and feedback. Their involvement allowed produced rich and robust descriptions on the research

topic. Telephone conversations provided follow-up clarification and interpretation of the data collected.

**Peer debriefing.** Types of data, themes, and resulting interpretation were reviewed by two third-party peer debriefers to ensure a credible and trustworthy report (Fereday & Muir-Cochrane, 2006). One expectation of qualitative research is that the process may require adjustments based upon information obtained during interviews and themes that evolve during analysis. To ensure that any changes made did not call into question the integrity of the research, two objective reviewers, a well-known retired administrator in the field and the other, a longstanding consultant (see Appendix D), provided feedback on how the researcher described the outcomes (Creswell & Poth, 2018; Merriam & Tisdell, 2016; Rossman & Rallis, 2017).

The backgrounds of the peer debriefers follow. Franklin Cross is a management consultant in the field of minority business development and former president of the Florida Association of Minority Business Enterprise Officials (FAMBEO). Cross retired from both military and government service and has over 30 years of direct knowledge of minority business development, equal opportunity, and supplier diversity. Deborah Thompson has an extensive background as a consultant since 1986. Her experience includes contract and supply management throughout Florida for chambers of commerce and small business development centers. Thompson's work began in the 1970s at the cusp of Florida's effort to assist minority businesses and precedes the establishment of the minority business program at UF by two years.

### **Chapter Summary**

Chapter 3 outlined the methodology, how the site and participant selections were made, data collection, the method for data analysis, and processes taken to ensure rigor, credibility, and trustworthiness necessary to scholarly contribute to the knowledge base in the field of supplier



diversity in public higher education. A narrative approach, instead of other prevalent forms of qualitative research, was selected for this study because of the nature of the research questions. These questions involved the sharing of individuals' perspectives about their experiences as supplier diversity leaders in a higher education organization, which is not readily studied or evaluated.

The experiences of various stakeholders involved in the implementation of a supplier diversity program and the method of analysis for this research are embedded within Bourdieu's (1993) SFT and Eisner's (1998) educational connoisseurship and criticism model. Importantly, Eisner's method includes the use of prevalent forms of data retrieval for qualitative inquiry, acknowledges the expertise of the researcher, and ensures that participants' voices are heard over those of the researcher.

## CHAPTER 4: DATA ANALYSIS AND RESULTS

### **Introduction**

Supplier diversity in higher education is an emerging phenomenon and program area of operations. The focus of this inquiry was the meaning of supplier diversity in higher education. The participants, both of whom are supplier diversity pioneers in Florida, were interviewed separately and responded to semi-structured interviews pursuant to approved protocol. The two leaders in the field worked at the longest standing university supplier diversity program in the state of Florida, and one established the program. Their contributions to supplier diversity from inception in an educational setting to the date of this study are unique and unprecedented. This is an appreciative study that could have meaningful impact in Florida's public higher education institutions regarding program implementation and for future study.

The study participants provided oral and recorded informal consent to use their names. They also acknowledged no foreseeable instances of undue influence, coercion or risk associated with this study. Questions used during the semi-structured interviews followed the theoretical framework underlying the purpose of this research, which is to inform leaders in their unique settings about the meaning of supplier diversity within their organizations. The data retrieval process allowed the participants to present their personal experiences that span a combined five decades in the field and nearly 30 years at the study site. This qualitative process involved coding, labeling, chunking, bracketing, member checking, contrasting, and comparing the results, following up with additional questions based upon discovered and perceived gaps, and peer debriefing (Creswell & Poth, 2018; Eisner, 1998; Moustakas, 1994; Roberts, 2010; Rossman & Rallis, 2017; Strauss & Corbin, 1990).

Using these prevalent accepted qualitative research processes, the results were organized by eight primary thematic clusters derived from creating and categorizing analytic descriptions that were checked for veracity by each participant. The newly emerging thematic clusters were: (1) participants' backgrounds and experiences, (2) unpacking supplier diversity, (3) ideals, beliefs, and values, (4) stakeholder group interactions, (5) pedagogical approaches, (6) successful supplier diversity programs, (7) challenges, and (8) benefits of supplier diversity. These factors aligned with the 11 supplier diversity foci described in the literature review.

Eisner (1998) contends that data analysis requires refinement beyond the collection of data and subsequent presentation by themes. Eisner's educational connoisseurship method of analysis was employed to add to the understanding and appreciation of supplier diversity in higher education. Discussion of educational criticism followed the reflections on educational connoisseurship because both concepts are relied upon in examining educational programs (Eisner, 1976). All data were considered within the five areas of educational connoisseurship, namely, intention, structure, content knowledge, pedagogy, and evaluation.

Significantly, the participants had no knowledge of Eisner's method of analysis. However, as the interview transcripts were analyzed, educational connoisseurship and criticism were used to draw attention to the details and focus of supplier diversity as an educational program (Moroye et al., 2014). The participants' responses, therefore, were arranged based on the concepts first of connoisseurship, composed of five major dimensions, and then criticism, composed of four dimensions, which together comprise Eisner's ecology of schooling (Moroye et al., 2014). The researcher is not hidden from the process, and is considered integral based upon the researcher's expertise in any given field according to Eisner (1998).

In this chapter, data are arranged according to the five dimensions of educational connoisseurship, namely intention, structure, curricular, pedagogy, and evaluation (Eisner, 1998) for analysis. Following the discussion of the five dimensions of educational connoisseurship is a discussion of criticism, which comprises description, interpretation, evaluation, and theme-building. The criticism component details information designed to contribute to the improvement of an educational program (Eisner, 1998).

### **Participants' Backgrounds: Experiences and Knowledge**

The study participants helped each to acquire their jobs and pursue robust professional supplier diversity career pathways. Both were employed in administrative and managerial roles, progressively advanced over years in government and higher education, and obtained masters' degrees in appropriate fields, namely education and accounting. Larry (Ellis) also obtained an education specialist degree. Both had business acumen, excellent verbal and written skills, and public sector experience. They communicated a belief in their purpose and enthusiastic joy in helping minority businesses.

Larry described his career prior to his employment at UF:

[I] was the assistant to the president and director of personnel at Lake Sumter College in Leesburg, Florida. After that, I was the deputy assistant to the vice chancellor for affirmative action at the University of California Irvine. I left there to become the director of the University of Florida's small business and vendor diversity relations program. It was then called the minority business enterprise (MBE) program. I served in that role for a little over 10 years, before accepting the position as the director of human resources for the University of Florida. The university's MBE program was the inaugural program. During the first year of the program, I had no peers among

other Florida State University System (SUS) [institutions]. I developed the program's policies, practices, procedures, outreach and in-reach strategies, "how to do business with the university" brochures, vendor directories for departments and academic units, and I launched the annual small business trade fairs and monthly small business workshops.

He continued:

[My] payroll title was assistant director of purchasing. However, my functional title was director of minority business enterprises. My experiences operating a business up to that point were owning and operating a janitorial business (Sterling Diversified Services), and owning and operating a consulting business (Owners, Primes and Subs).

From Larry's perspective, his business and employment experiences enabled him to understand his purchasing work and heightened his awareness of critical needs of entrepreneurs and aspiring entrepreneurs who lacked sufficient knowledge to conduct business as a viable vendor with the university or the State of Florida. According to him,

I learned, through operating my own businesses, the detailed processes to establish a business in the State of Florida. [Some of these processes were] getting a fictitious name, setting up bank accounts, developing a business plan and marketing strategies, and getting occupational licenses. Other decisions include deciding what kind of structure you would have with the [state's] division of corporations, whether it be a sole proprietorship, partnership, corporation, or S corporation. Thus, I was able to articulate and transfer that information to individuals who wanted to start a business.

Larry's professional background primarily included higher education except for his time as a business owner.

Faylene (Welcome), who entered her role at UF when Larry's accepted the position of UF's Director of Human Resources, began her career in local government. She shared that her experiences and background had a genesis "...in the financial areas within local government." According to her curriculum vita, Faylene first worked as an accounting trainee in a facility training program where she learned the elements of accounts payable and receivables, cost accounting, and payroll. Over a period of 30 years, of which five years were in the private sector for a Fortune 500 company, her responsibilities included accounting, budgeting, taxation, and purchasing. She also spent nine years overseeing a county government's purchasing division until:

...an opportunity to, further [my] career at the University of Florida in the supplier diversity field came along. I always had that passion as far as helping to develop businesses. So the opportunity presented itself at UF, and, there I was charged with overseeing their supplier diversity program.

Faylene continued:

[My] progression from a purchasing analyst to purchasing manager in government allowed [me] to see some of the trials that businesses, and particularly minority businesses, encountered in trying to obtain contracts. That further sparked my interest in really being able to assist in that regard.

Both participants expressed enthusiasm and elation about "working and wanting to help others." The term "others" applies to people in general and, particularly, minority business owners. They reported that they were motivated by their opportunity as supplier diversity leaders

to help minority businesses succeed in the marketplace. According to Faylene, “As far as supplier diversity is concerned, I always had an interest in terms of entrepreneurship, and really being able to assist individuals to create and establishing their businesses, as well as businesses seeking to expand.” Larry contended that he “came into this job because he wanted to help people realize the ‘American Dream’.”

During the interview, Faylene stated, “It was a full circle of experience in a sense because I previously worked at UF as a budget analyst for five years in the early 1980s.” Her curriculum vita indicated that she succeeded Larry at UF in 2000 and retired 15 years later as director of Small Business and Vendor Diversity Relations.

**Job Title and Positionality.** The job title and placement of the role changed over time. When Larry began work at UF in 1988, his job title, Assistant Director of Purchasing, was “...broad enough for [me] to develop operational strategies and metrics to enhance the program’s operational performance.” Larry further explained that the position description did not address strategies to educate aspiring entrepreneurs, or strategies for encouraging UF departments and academic units about the benefits of utilizing the services of minority businesses. Since the job had been newly conceptualized, there was no clearly articulated job description. This led him to perform his job “outside of the job description” as characteristically applied for purchasing. He further contended, “With that title, [I] was able to secure facilities as venues for workshops, and resources to produce print materials such as fliers, programs, and posters. Every day was a new adventure.”

Having been hired following Larry in the job, Faylene viewed herself as “fortunate enough to have been given the opportunity to assume that role and, based on that, was able to work in an area that I keenly had an interest in, and as well, a love for.” By the participants’ own

statements and in a review of their curricula vitae (Appendix D), their educational backgrounds comprise business, management, finance, and public administration. They also credited their background and experiences with informing their definitions of supplier diversity.

### **Educational Connoisseurship: Intentional Dimension**

According to Eisner (1976), in this dimension, the aims, goals, and purpose of the educational program are articulated. Desired purposes, some subtle, indeed emerged during the interviews. UF knew that it wanted to establish an MBE program and hired Larry, who over time created an autonomous supplier diversity department. Larry's knowledge, skills, abilities, and characteristics were crucial to this evolution. A subtle but important purpose of supplier diversity, from Larry's perspective, was to enhance understanding and value of the significance of supplier diversity by educating stakeholders.

### **Unpacking Supplier Diversity**

The participants provided some perspective on how the definition has changed over time. Larry presented a definition based on technical terms popularized in state law:

Supplier diversity, using the language back in 1988, included those individuals who are considered members of protected classes such as minorities, women, and veterans, who owned and managed 51% of the business, were domiciled in the State of Florida, and had a [personal] net worth of less than \$1 million.

In contrast to Larry's definition, Faylene characterized supplier diversity as "basically, bringing in different and various components of the business industry into an organization and providing an opportunity for them to sell their products, commodities, and services." She asserted, "These businesses historically... have not had the chance to partake in business opportunities, and working with them to help them meet some of the challenges they face when



coming to an organization [makes a difference].” Her definition, she explained, focuses specifically on UF, an institution of massive size with massive expenditures. She averred that “...sometimes businesses, depending on their experience and what they’re looking to accomplish, view their very existence as a daunting challenge.”

She concluded her definition by stating:

So, really with supplier diversity, I think what comes into play is helping those businesses meet some of those challenges, identifying some of the problems or issues that they may face in trying to do business with an organization... such as the University of Florida...and helping them to navigate that process.

**Ideals, beliefs and values.** Larry’s and Faylene’s pragmatic and philosophical outlooks add meaning to the definition of supplier diversity in action and operation. Their responses pertain to individual viewpoints, discerned perspectives based upon experiences within their organizational structures, and the intersection of these within the context of adapting to a new initiative.

Both Faylene and Larry embraced supplier diversity. Their primary aim was to help people by sharing relevant and timely information and business strategies, and working with businesses in individual and group settings. In this case, “helping people” referred to disadvantaged, historically underrepresented, socially marginalized, underutilized, and minority business owners. Each discussed their personal beliefs and organizational values that resulted in the supplier diversity program’s sustainability.

According to Larry:

I always worked in a role where I was helping people. As head of a supplier diversity program, I found that this was an ideal opportunity to help people realize the

American dream. Most of the people that came to me had limited educational attainment, had no knowledge or understanding, for the most part, of how to start a business, how to be successful in that business, how to market the business, information on financial strategies, or consideration of the location of a business.

He continued:

It was always rewarding and fulfilling to help people who literally had nothing, to become successful businesses...even to this day. There are many local businesses that would attest to their success [due] to the programs at the University of Florida.

### **Need Still Exists**

Successes occurred. Lessons were learned by the various stakeholders. However, challenges persisted. The participants related contentious encounters they faced within the context of their daily work while administering the university's supplier diversity initiative. According to Faylene, "Well, I—I think that, first of all, society must recognize the need for it. You know, why? Why is there still a need here even though we are in 2019?" She then answered her own question:

The need is here because many [small and minority] businesses still are not gaining access to some opportunities. In some cases maybe there is a need to help them be better prepared to go after particular business opportunities. So, when it comes from the standpoint of their institution, the institution's support is a big factor. That belief and support in the program ...will make the difference. Having support at the top level that filters down throughout the organization is what you want to see.

Faylene continued:

...some of the issues or challenges we worked with pertained to trying to get departments involved...First of all, helping them understand the need because I think sometimes departments don't realize some of the challenges that businesses, and in particular the minority businesses may encounter when they're looking to do business with their particular area. So, I think awareness is one part, and getting them involved with different initiatives to really help foster supplier diversity for the campus are paramount.

Larry focused on historical changes and the economy with his response about challenges. He added, "...minority businesses tend to hire minority persons, thus propitiously affecting the unemployment rate."

Faylene contended that,

Minority or historically underutilized businesses face...concerns [with] access...to just getting access to the opportunities. Not only that, it's being prepared once you are awarded that opportunity, being prepared to be able to perform the contract, and sometimes it takes, some access not only to the opportunity, but access to things like capital to keep business operating.

Faylene paused for a moment of thought, then began to speak while appearing to still reflect on her response:

Here we are in 2019, and you would hope that there would not be a need for supplier diversity. But, I think that nevertheless, yes, we've traveled a great distance, as far as, [making] gains in supplier diversity are concerned. But I think that there's still quite a bit more to be achieved in this area.

**Mindsets of some stakeholders.** For Larry, challenges presented by some prospective contractors did not mean that the purpose of supplier diversity program could not be fulfilled. He revealed:

Challenges came from, I'd say, the construction field, the architects and the engineers who felt that supplier diversity was a discriminatory program, but not because of race. They felt that—that we were engaged in a state program that identified a population with preference over the other. But to get them to understand that this was a program that would enable and stabilize the economy was not easy. I explained, once again, that more vendors in the marketplace reduces vendor prices, thus affording us to be better stewards of the public appropriations. Getting them to see that...this is something that's vital to them, too, because having more subcontractors...to choose from...would reduce the price that other longer standing contractors gave them because the newer companies want to be competitive.

Larry continued to explain his view:

If you're just getting your electrical supplies from one person, they can charge you whatever. But now, if you have others that are bidding for that same job, you can get a more competitive price, which will reduce your overall price which will make you more competitive when you're submitting your bid or information while trying to successfully get a contract.

**Racial barriers and overtone.** During the semi-structured interview process, neither participant explicitly discussed race and racial implications pertaining to supplier diversity initiatives and policies. However, one participant alluded to actions based on historical and societal norms and values. Because this was viewed as an interesting finding, each was asked

directly about implications of race and bias regarding efforts to implement a supplier diversity initiative. When asked to explain this lack of attribution to race or discrimination as the basis for resistance in leading a supplier diversity program, Larry contended:

I really think that is because for the most part, they did not view the program as about race. Instead, they felt that the program was taking revenue and opportunity away from others. I never heard any contractor say anything that was racist or insensitive toward minorities or women-owned businesses. They would talk about the program itself. It's easier to shape behavior than attitudes.

Over the years, the same contractors that were resistant when the program first started, became the biggest supporters, according to both Faylene and Larry. Larry added:

Just keep in mind, you know, for many years, and the University of Florida is 150 years old, but it was easy for businesses in existence just to do what they had grown accustomed to do as business owners. But after a while, the attitudes of all of them changed. One of the staunch...resistors, and it's probably one of the biggest highlights of the program now, has become a mentor to many minority businesses. The company actually started training programs for minority businesses...So, the supplier diversity program has helped people to change.

In responding to the inquiry from the researcher regarding racial barriers as a counter force to supplier diversity support, Faylene asked, "Do I think that some of that perhaps existed in today's time?" To that, she answered, "I would say probably so." She then paused for a moment, and continued:

But I think that sometimes, rather than focusing on that particular thing, we have to use that, sometimes, as a stepping-stone to find out how do we still accomplish what

we need to accomplish. I think if we dwell on [race] and stay there, then we won't get to where we're trying to go. So even though we know we may still have some of those barriers, and still have some of those challenges, we must figure out how [to] use that to further progress to get to the road that we're trying to get to.

During interviews with the study's participants, I wondered why Larry and Faylene did not discuss race as an influencer of outcomes, successes, and content of programmatic features. Therefore, I explicitly asked why. Larry spoke about economics. He explained that the groups he engaged with were more concerned about their livelihoods becoming weakened because of more competitors entering the areas where they had primary access to contracts. He wanted to change their mindsets from lose-win to win-win. Larry had a personal resolve to make the program successful and sustainable.

Faylene discussed the importance of supplier diversity as part of the diversity conundrum. She considered how the implementation of supplier diversity impacted student and faculty recruitment. She considered that diversity of all types is good for the university, not only for student, faculty, and staff recruitment, to view the university as sincere, but also for purposes of donor contributions.

Interestingly, Faylene inserted students into this research:

So, I think from the standpoint of students who may be interested in attending the university or staff seeking employment opportunities, ...it is good to know and to see that the university highly supports supplier diversity,...or diversity overall.

You never know about the far-reaching effects of your actions sometimes, and what your actions and your support will do for others. But, I think, even from the standpoint of students perhaps wanting to come to the university, I would think that

that would have a positive effect on [them]. From this standpoint, supplier diversity is a benefit to the university, as well as in their recruitment efforts of staff, faculty or what have you, especially persons of color.

**Not all aims met.** Though UF sought to assist small and minority business owner success, UF could not meet all needs. Faylene acknowledged that access to capital and “bringing some of those community partners on board to really support supplier diversity, including successful businesses in the community that can mentor some of the minority businesses [to] gain access to some of those opportunities, works well when that happens.” However, she said:

[One] of the factors that comes to mind is [supplier diversity vendors] having access to working capital and in the communities, banks or financial institutions exist for that purpose. Looking at some of the more successful businesses in the community having access to some mentorship from ... an internal standpoint, our campus can really help them to connect with those financial institutions because we do not handle lending. [So] then, when we look at, for instance, an institution the size of the university, and the kind of influence that a particular university can have within the community, the university can help to bring on board partners that in turn can help to meet some of those challenges that many supplier diversity vendors face in their efforts...to be successful.

### **Analysis of Intentional Dimension**

Pursuant to Eisner (1998), intentional aspects of an educational program’s aims, goals, and purpose foretell success. According to Larry, the founding leader of the program at UF, the purpose of supplier diversity, known then as the MBE program, was to carry out the requirements of state government with respect to state spending aims for businesses that

historically either lacked access to contracting and purchasing opportunities or did not know how to conduct business with the university. When first established, the UF office was “driven by goals” that state universities were mandated to achieve with certified minority and women business entrepreneurs. Expenditures required with minority businesses were set by what is now known as the Florida Department of Management Services Office of Supplier Diversity. Faylene stated that she was fortunate to carry forward the work that was established by Larry. In retrospect, she valued her role as a responsible and accountable steward of public appropriations by acquiring the lowest responsible bids for purchases and contracts, and ensuring bidders had the capacity to provide the service or product expected.

### **Educational Connoisseurship: Organization and Structural Dimension**

According to Eisner (1998), the organization, structural, and other aspects of the environment influence learning and relationships. Instead of “structured class periods” or “graded classrooms” in this study, additional intangible structures were identified by the participants that influenced learning. A brief history of UF, known as a research I institution and arguably the oldest public university in Florida, will help in understanding the participants’ viewpoints.

#### **UF Organization**

The UF website asserts that historically, it has “...continually pushed the boundaries of knowledge forward...[and] pursued the greatest heights of research and innovation, always together and always for the betterment of Florida and the world (Retrieved on January 12, 2020, <https://www.ufl.edu/about/history/>).” UF was founded in 1853. It is a land-grant, sea-grant, and space-grant research university in Gainesville, Florida. Currently, it operates with a 13-member board of trustees (BOT) pursuant to s. 7(c), Art. IX of the State Constitution, and is led by a



university president. Individuals serving in these positions report on behalf of this autonomous institution to the state's Florida Board of Governors, which comprises 12 public institutions.

During Larry's entire tenure (1988 to 1999) as head of MBE, a position that evolved over time into the Small Business and Vendor Diversity Relations division, there was no BOT. This situation also applied to Faylene from 1999 to 2004, when all SUS institutions began reporting to the State of Florida Board of Regents. The structure remained throughout her tenure to her retirement in 2014, and continues today.

Based on Mintzberg's (1979) divisionalized configuration as cited by Bolman and Deal (2013), UF can be described as a divisionalized organizational structure. To implement a supplier diversity initiative, the research participants contended that their work cascaded throughout the university, a situation which, according to Bolman and Deal (2013), requires vertical and lateral coordination with departments throughout a hierarchical organization.

**State mandates.** Larry reported to a vice president and recounted that his Assistant Director of Purchasing job title enabled him to acquire resources and freely move among leaders of UF departments and the community to advance his work. Externally, he said he broadly communicated with the community and groups such as the Chamber of Commerce, Rotary Club, government agencies at all levels, including "a lot of the things that my successors are doing today". He also stated:

The philosophy was really driven by goals back then that were outlined by the Florida Division of Management Services. State universities and agencies had annual expenditure goals to attain with State of Florida certified minority business enterprises (CMBEs). The year the program began at the University of Florida, the total expenditure with CMBEs was about \$152,000. However, with the support of

UF's Office of Finance and Administration, by the next year, the university increased its expenditures with CMBEs to \$1.2 million. By the time I left that position 11 years later, the University was spending about \$18 million annually with State certified minority businesses.

When Faylene began in the job in 1999, she continued to build internal relationships to further the understanding and purpose of supplier diversity at UF. She engaged UF departments in finance and administration including purchasing, procurement, facilities and maintenance, and other departments where purchases, procurement, and contracts were made. She explained:

From the standpoint of...working with the various departments, I think it's more or less about helping to build relationships with those departments, helping them [create] an awareness of what it is that the university through this program is looking to achieve. This really help[s] with accomplishing particular objectives or goals. So we had to work pretty much across campus with the various departments, first of all to bring about an awareness. Some of that awareness was already there because the program had been in existence since 1988 when it was established by my predecessor, the person that I succeeded. So, certainly, the program had already had a good, no, great, foundation, as far as having been established, and departments being aware of the university's goals as it relates to supplier diversity.

She continued:

From the standpoint of the university, I think that this program's initiator, the one [who] established it, did an outstanding job of laying the foundation for that program, which contributed to its present success. And so it was easy for me to step into that, and then just be able to continue that success. Like I said, I think that from your

administration to your departments... people believed in it, and supported it, to the extent that they believed in it...because of the fact that it had a great foundation. I think all of that is a part of helping to make the program successful.

### **Analysis of Organization and Structure**

Stakeholder relationships influenced learning and outcomes within the UF environment. The engagement of executive leadership, the BOT, university president, and the president's direct reports, demonstrate their complexity of operations in the organization. These relationships further extended throughout the university community to purchasing and facilities administrators, and particularly, the Vice President for Finance and Administration, where the participants' function was entrenched within the organizational structure. Further, Faylene asserted that staff within the various departments, and students were also among influencers in the organizational environment.

Stakeholder relationships influenced external learning. While the UF organizational structure was built on tangible and imperceptible foundations, the organizational beliefs and values of external stakeholder groups seemingly informed their respective decision-making so as to cooperate with UF's constructs. For example, the driving goals of increasing expenditures with businesses within the supplier diversity paradigm would not have been successful without the complicit engagement of external stakeholders and some level of understanding about the significance and importance of supplier diversity to the university and community.

### **Educational Connoisseurship: Curricular and Content Knowledge**

What is taught and the alternatives to what is taught, whether real or symbolic, had significance for Eisner (1998) because of the hierarchy of values instilled in the learner (Moroye et al., 2014). Within the context of supplier diversity, this inquiry included what is fostered and

what is neglected, and identified resources for diverse suppliers to use and with whom they engaged collaboratively or individually. In many ways, the confluence of the participants' backgrounds, characteristics, and experiences provided insight into the manner in which knowledge was shared regarding the benefits of supplier diversity and not simply the message that this was required for compliance with state statute or state executive order.

### **Adapting to Change**

Organizational adaptation to acceptance of supplier diversity was neither simple nor resistance-free. Larry contended that:

...it was challenging because the University had operated for 150 years, and to change the procurement patterns did not come without some struggles. Buyers get comfortable with vendors because of experiences, because of successful prior relationships involving service, price, and quality. But what we were trying to get department heads, purchasing officers, and buyers to understand is that the future of small business was central to the overall economy for the state of Florida and that minority businesses tended to hire minority persons, thus propitiously affecting the employment rate and the tax base. Small and minority businesses support the growth and economic development of the communities in which they are located.

He further explained to decision-makers that:

...more competitors in the marketplace reduces vendor prices, thus affording UF the opportunity to be a better steward of our allocations. Small and minority businesses tend to buy products and services from larger businesses, thereby fostering a sound economy.

According to Faylene:

It was quite an experience...from the standpoint [that]...there were... areas that you felt real encouraged [about]...what was happening with the program. Of course, you always saw the need to do more. You saw areas of opportunities to enhance what we were doing, or to improve what we were doing, insofar as businesses, um, being able to provide them [with] access and opportunities. That meant working with departments. Certainly I think from the standpoint of both administrative as well as on the department level, I think there's always additional ground to be gained because even though you had some success, I think that there was certainly room for more success.

Faylene stated candidly that change is challenging because:

...when working with the various areas, I'm going to tell you, initially, not everybody is going to be on board. So the challenge for us was how do you go about really making sure that you get those areas that you may have encountered some difficulty with...involved, and really in support of what it is the university has put in place as it relates to supplier diversity?

### **Stakeholder Group Interaction**

The participants contended that personal and organizational values informed their understanding of the nature of some aspects of supplier diversity programs. They described how interaction among stakeholders and leaders within the multiple layers of internal and external organizations added to the meaning of supplier diversity.

**Senior leadership.** Those to whom these supplier diversity leaders reported made a difference in their respective work performance and how it was perceived by their colleagues.

Larry stated that leadership backing contributed heavily to the process. He stated:

I had total support from the then vice president for finance and administration, and later [from] his successor. They provided me with resources which enabled me to launch several outreach programs and activities, as well as inreach *[sic]* activities which ultimately led to the success of the program. Some examples of outreach activities and programs included the annual small business trade fair (which attracted 60 booth vendors and over 3,000 attendees the first year), speaking engagements and announcements on local television and radio stations, mass mail-outs, and free monthly small business workshops on a variety of business topics. The inreach activities included establishing a supplier diversity leadership council of representatives from key UF departments and local businesses, utilizing campus media (InforGator and Alligator Newspaper) to share information with employees throughout campus, making presentations during various forums before administrators and departmental personnel, and providing each department with a vendor resource guide, which listed CMBEs by area of specialty.

Faylene added:

I was fortunate in terms of those I reported to directly, because...they believed in what we were trying to accomplish, what the university was looking to accomplish there. They supported it. They gave us the opportunity to put those things in place, to really help move those particular goals forward.... With that, you're able to work from the standpoint of levels within the organization, to help bring about some change as it relates to supplier diversity.

She also contended that UF leadership gave space for them to perform as needed:

[I was] basically free to really get in there, and get the departments involved knowing that [I] had the support of the ones that oversaw [my] particular work. [There were] moments ... [of] some—some discouragement, some disappointment; but, I think that overall, that the university and departments, as well as administration, were supportive of supplier diversity, in as much as the university, set out on its own to establish this as a separate department...to put it at a level that you may not see in some other supplier diversity programs with a director overseeing that particular area.

...[The] university, I think, being of the caliber, that it is, saw the benefit of [supplier diversity], and the need for it. And so they were willing to devote the resources to it to help it to become successful.

**Working with other departments.** When the researcher asked what it was like conducting this type of work with internal stakeholders (those who work for the college or the university), Larry responded:

They were driven by the same mandate as my operation. Once again, they were trying to be good stewards of the public appropriation, and that is to get the lowest responsible bid for office supplies or construction-related trades. My charge was to educate them to consider utilizing CMBEs for quotes. Since the majority of UF's expenditures occurred below the threshold for formal competitive bidding, I had to get them involved in the early stages of the process and reach out to departments for the small purchases. This is where the vendor resource guide or CMBE directory was most useful.

Faylene's response complemented Larry's:

So...I think in bringing me aboard, basically I worked with departments...to continue to heighten their awareness, to get them involved in helping us to achieve [our] goals. Sometimes, it was a matter of helping them to understand exactly what it is you are trying to accomplish. You're able to work from the standpoint of various levels within the organization to help bring about some change as it relates to supplier diversity. You have a number of stakeholders, internal as well as external. I think from the standpoint of internal stakeholders, you have basically the university community itself. It extends from the very top, as far as the president and, from there, throughout the organization. This is so because I think that all of us have a part to play as far as making sure that, we provide access and opportunities for businesses regardless of race or color.

She continued:

You have your Board of Trustees, your president. You certainly have your administrators, as well as your staff within the various departments. Students are part of that as well. We did, I think, a stellar job trying to provide opportunities for each one of those businesses that participated in the program.

To participate in the MBE programs, businesses needed to meet the requirements of Florida Statutes Title XIX, Chapter 288, Commercial Development and Capital Improvements, which provides the basis for determining whether a business is a minority enterprise for the purpose of determining supplier diversity.

**Local business community.** While discussing interactions with external stakeholders, Faylene excitedly and assertively stated:



The community is central because the university is a part of the community. Certainly the business community is important to look at in order for the [supplier diversity] program to be successful. One of the things that I did and I may be jumping ahead here, was to establish a mentoring program as part of the supplier diversity initiative. Well, in order for that mentoring [program] to be successful, we had to engage not only the university, but our business partners. Those major business partners ... helped make that mentoring program a success. Also, getting involved with the Chamber [of Commerce], getting involved with [Chamber members] from the standpoint of contractors doing business with the University of Florida.

Larry expounded on the business sector of the community:

I'd say those that had the most to gain were construction-related companies who sought to fulfill their CMBE subcontractor goals in their bid packages. Back in those days, we actually had CMBE set-aside goals to assist certified minority businesses to gain experience as general contractors or to become successful subcontractors whether electrical, plumbing, mechanical, carpentry, painting, construction clean up, concrete services and all such entities. [All] would respond to bid openings at my invitation and attend bid meetings to meet with the contractors because a lot of times, the contractor didn't know who they were.

Faylene asserted:

So I think...[that] when you're trying to accomplish success in a supplier diversity program, there are a number of stakeholders that are [required] at the table in order for that program to really work and be successful. When I think about some of the interactions that took place between...contractors doing business on our campus and

certain departments, I realized that they established relationships or connections. As far as our campus was concerned, because of those contractors who were external, the internal departments oftentimes helped us to connect with some of those contractors as business partners who eventually supported supplier diversity. Just think of your majority partners doing business with the university. If the university tells their community business partners, 'we believe in this, and we want you to be a part of it, and support it,' the fact is they're thinking, 'I want to do business with the university, and I realize that this is something that they believe in, and want me to be a part of, then I'm probably more likely going to be a part of and support.'

The university influenced contracting results through the expectations shared within and around the university community. Faylene explained this in the following manner:

So I think that influencers of the university have the ability not only to influence from within, but without, uhm, outside of and within the community, as far as helping to elevate supplier diversity ... . And I think once you get the community on board, by working with the community and letting the community see, [pointing] here's what we're trying to accomplish, I think... the university, using perhaps a cliché, acts 'like a good neighbor' ...and I think that's important....I think this is just one of the ways that [the university] can make a big difference [in] the Gainesville community.

### **Analysis of Curriculum and Content Knowledge**

Content knowledge considers what is explicitly and implicitly known about the program (Eisner, 1998; Moroye et al., 2014). Here, the connoisseur's explanations about supplier diversity outcomes, achievements, and relationships are noted. This includes what is taught or fostered, alternatives to what is taught or fostered, areas neglected, resources available, and who

engages in the educational program collaboratively or individually (Eisner, 1998; Moroye et al., 2014).

Thoughts, beliefs, and values of stakeholders impacted how supplier diversity looked, felt, and operated within the university. Essentially, according to Faylene, the “influencers of the university [used their] ability not only to influence from within, but without...[to] elevate supplier diversity.” Further, relationships or connections determined the extent to which supplier diversity was supported and acknowledged. For example, the university’s leaders demonstrated and communicated their commitment to supplier diversity, which brought about the realization to prime and general contractors that accepting the university’s stance could be beneficial to their longevity and profitability.

Larry and Faylene indicated that prime and general contractors learned that as they sought to work with the desires of UF, they could acquire more business with the university if they sub-contracted work with small and minority businesses. However, the benefit did not always inure to the university. The participants’ stories indicated that some prime and general contractors experienced a decrease in their cost of doing business due to the availability of more sub-contractors, many of whom were minority business owners. A decrease in expenses increased their profit margins. Therefore, profit margin increases contributed to the contractors’ value of fostering supplier diversity while supporting the university. In view of the university supporting supplier diversity, it was shown that faculty, staff, and student diversity were positively impacted because of the inference that UF took all elements of supplier diversity seriously: economic, employment, and recruitment.

The extent of collaboration directly, indirectly or not at all depended upon the stakeholder. For example, state government directly and indirectly received the benefit of added

public trust among diverse constituencies through its Florida Department of Management Services Office of Supplier Diversity and the Florida Advisory Council on Small and Minority Business Development; new, emerging, and mature businesses creating more jobs, thereby decreasing unemployment, according to the Florida Small Business Development Council; and increased opportunities for generation of revenue through licenses, permits, and business-related taxes. Various stakeholders including state agencies, departments, and some governors report on and respond to matters pertaining to higher education progress on economic indicators and, in some instances, progress with supplier diversity expenditures (Hodges et al., 2012; Kilborn, 2000; Tucker, 2016; Sayfie & Ross, 1999).

According to the study participants, local government directly was impacted in the form of increased tax revenue, decrease in local social services expenditures, increased revenue for distributors from new business, and decreased unemployment. Not anticipated was when some prime and general contractors began supplier diversity initiatives within their own businesses to enhance their competitiveness when bidding.

### **Educational Connoisseurship: Pedagogical Dimension**

What was at first unique as supplier diversity pedagogy when the UF program began in 1988 is considered as best practices or essential today (Giloith, 2000; Shaffer, 2015; Thomas, 2004; Vollman, 2017). Best practices go beyond the standardized, rote memorization to learning, and Eisner suggested that the connoisseur consider the aims of the teacher and the learning context (Moroye et al., 2014). In this study, the knowledge shared pertained to supplier diversity outcomes, achievements, and relationships between diverse suppliers and supplier diversity leaders at the higher education site.

## **Pedagogical Approaches**

In this present study, opportunities existed for learning to occur across stakeholder sectors. Business owners, corporations, general contractors, and the participants themselves engaged in various strategies and tactics to acquire and convey knowledge to reach performance milestones. Pedagogical approaches were categorized as tangible and imperceptible.

**Tangible pedagogical approaches.** Tangible learning approaches are concrete means of learning, and sharing knowledge that may be measured or quantified (Eisner, 1998). The participants noted a number of such tangible approaches.

***Meetings.*** According to Larry, attending meetings assisted all businesses in contracting with UF. He asserted that general contractors and minority businesses learned about their respective business entities. He also mentioned:

What really helped them more particularly is that those contractors who were minority businesses who aspired to be general contractors learned that getting the bid tabulation sheet was useful information. The bid tabulations served as a learning tool, providing information on competitors and their prices for specific projects. From the bid tabulations, CMBEs can discern how prices were determined by square footage, overhead costs, mobilization costs, profit margins, etc.

***Self-directed actions.*** It was noted that some construction firms, for example, began to operate supplier diversity programs independent of the university. The firms engaged small, minority- and women-owned businesses as a matter of self-preservation. “Actually, several construction companies,” according to Larry, “were utilizing and [selecting] businesses for their own diversity offices.” He continued:

Back then, I know that they used certain CMBEs exclusively on certain projects as preferred subcontractors. In other words, these were businesses they had confidence in utilizing as sub-contractors over and over again. This became the model for a number of years for prime contractors. The primes said, as opposed to going out and meeting new people at the bid meetings or at the pre-bid meetings, [larger firms] could identify and adopt some of the certified minority businesses, incorporate them in their, uh, in, in their operations and utilize them exclusively when they came forward.

Therefore, Larry asserted, "... a lot of those minority, small businesses became very successful. It was almost like an apprenticeship program...because they learned from being with these primes, and they grew [paused] and many of them are doing very well, and they branched out on their own."

Faylene also noted that she experienced opportunity to learn from the process and efforts while administering and managing supplier diversity initiatives. She asked,

What are some of the things that need to be in place to help them, be successful with their businesses, and what are some of the things that they face when trying to come to, for example, the University of Florida to do business? What would help them to be able to be successful as a supplier or provider... of services or products to—to UF?

She then responded to her own questions: "Well, I think...some of the lessons I learned, were to, understand and seek to know what it takes for businesses to be successful, more specifically, uh, minority businesses."

**Counseling.** According to Larry, some vendors were not adequately prepared to conduct business:

I used to tell them to have some handouts when they meet with potential customers or or prime contractors, and to practice a succinct presentation about their business, its capabilities and operations. It's about getting the CMBE to feel comfortable in their own skin, about interfacing with others and marketing themselves.

***Outreach.*** Faylene and Larry noted that outreach was integral for building relationships internally and within the broader community. According to Faylene, in addition to outreach, relationships with the departments were also essential, for example:

...getting to know what opportunities exist with those particular departments, what their needs were, um, and how, at the same time, the specified businesses could meet their needs,...so that supplier diversity vendors could be able to meet some of those needs...and supporting those efforts. So, I was helping businesses become aware of what the university's looking to achieve through this.

***Policy development.*** Faylene observed that sometimes businesses were under-capitalized:

How can we better help in that particular area? One of the things we did was [to] work with our, um, our disbursements area, as well as facilities and a number of the departments...to help them turn invoices around, when that particular company received a contracting opportunity on our campus in order to help [businesses'] cash flow, so that they could better be successful.

...working with those particular [departments] to help them understand that paying small and minority businesses [before the] 30 days or the 45 days helped those particular vendors. To turn that payment of invoices around quicker sustained them. Um, we did similarly working with some of the contractors that had minority subs, or

small business subs. We...worked with them to get them paid quicker, so that that cash didn't become an issue for them.

**Imperceptible pedagogical approaches.** Some learning approaches lack concrete physical manifestations, but are no less real. The participants' responses yielded examples of learning through patience and projecting empathy, which are intrinsic and not readily measureable. Reflecting on their respective experiences, the participants discussed lessons learned that further enhanced supplier diversity program development. Larry discussed patience, fostering a welcoming environment, projecting empathy, and demonstrating humility:

I think some of the lessons learned include patience, and...having a welcoming environment. Many individuals, uh, particularly, individuals who have limited educational attainment are somewhat, [hesitating], they have some apprehension about coming in and having the appearance that they don't have the knowledge or the ability to communicate effectively with what they're asking for. I think someone who has some empathy and understanding that, uh, recognizing that you know, they too have worth and value and can contribute is [what] I think would be useful.

### **Analysis of Pedagogy**

As the connoisseur, I added to this inquiry by explaining explicit and implicit knowledge about the educational program (Eisner, 1998; Moroye et al., 2014). Here, that knowledge consisted of supplier diversity outcomes, achievements, and relationships among diverse suppliers, and selected supplier diversity leaders of the higher education site were both teachers and students.

At the beginning of UF's supplier diversity operation in 1988, there was no guidebook, clearly articulated job description, or information about best practices. Larry used critical



thinking skills, and leveraged his job title of Assistant Director of Purchasing. His business background as an entrepreneur, experience in employment equity, support from university leadership, and funding enabled him to run the business of supplier diversity known then as minority business development. To establish the program, Larry considered what would need to happen in order to successfully operate an effective supplier diversity program. This occurred at a time when no history of supplier diversity existed in public higher education in Florida. He codified policies and procedures, and created practices using his personal ideas. Next followed a “plethora of inreach and outreach activities” dedicated to enhancing knowledge about and awareness of the program.

Inreach [*sic*] activities included establishing a supplier diversity leadership council of representatives from key UF departments and local businesses, utilizing campus media (InforGator and Alligator Newspaper) to share information with employees throughout campus, making presentations during various forums before administrators and departmental personnel, and providing each department with a vendor resource guide, which listed CMBEs by area of specialty. Vendor directories for departments and academic units were researched, printed, and distributed.

Outreach activities and programs included highly successful annual small business trade fairs with vendor participation and attendees from throughout the region. Free monthly small business workshops on a variety of business topics connected vendors with spenders. Larry found speaking engagements and made announcements on local television and radio stations, and distributed mass mailers. Brochures on how to conduct business with the university were designed and distributed. A mentoring program was established to assist minority businesses, a

hybrid initiative that could only work with engagement of the university, minority entrepreneurs, and larger, well-established contractors and business partners.

Inreach and outreach efforts taught internal and external stakeholders, including the department's founder, about supplier diversity. Internal and external relationships helped to convey understanding of the purpose of supplier diversity at UF, and ushered it in as part of the university's way of conducting business. This program needed to maintain and sustain development of relationships within the university and beyond to ensure success.

Minority businesses on the one hand, and prime and general contractors on the other came to know one another and learn about each other's needs. Minority businesses and buyers within the university also from one another. All of this came about when UF leadership decided to incorporate supplier diversity. As such, this decision was the root of supplier diversity at UF. Can it be stated, then, that the tangible and imperceptible approaches to learning led to the derived benefits of the supplier diversity program?

Success and achievement are generally determined by set numerical goals or benchmarks. However, upon reform of the state's procurement process in 1999, there were only imprecise expectations (Kilborn, 2000; Tucker, 2016). According to Larry, within one year of establishing the program, from 1988 to 1989, annual UF expenditures with diverse suppliers rose from \$152,000 to about \$1.2 million. Eleven years later, in 2000, when Faylene's tenure at UF began, that amount had risen to \$18 million. Another measure of success was the mentoring program, which is still in existence and is highlighted on the UF Small Business and Vendor Diversity Relations website (<https://sbvdr.admin.ufl.edu/initiatives/mentor-protege-program/>). According to the minutes of the April 2, 2015 UF Board of Trustees meeting, Faylene and another colleague were publicly recognized as "long-term UF employees" by the vice president for "implementing

a highly successful mentoring program.” In 2009, there were seven mentoring pairs. By 2015, the mentoring program had grown to about 40.

The existence and scope of the UF Small Business and Vendor Diversity Relations division, which is now a university division, validates the successes reported by the study participants. UF’s track record of success since the inception of Larry’s work in 1988 gives some insight to public higher education leaders on what is required for an effective supplier diversity program. The unit’s name changed over the years and technology replaced the former manual efforts that were necessary to begin the program. Now in its third generation of leadership at UF, supplier diversity is growing and robust at UF.

**Teaching and learning about supplier diversity.** Besides the confluence of philosophy, individual characteristics, and personality traits, teaching and learning about supplier diversity loomed large as a primary factor for supplier diversity success. In some measure, it can be argued that this confluence enabled the supplier diversity leaders to frame the initiative as an opportunity and benefit to stakeholders instead of a way to bring about affirmative action, equity, and access. Indeed, how change is communicated determines acceptance, and communicating it as an opportunity instead of a legal mandate can bring deep-rooted change (Drach-Zahavy & Erez, 2002; Jayne & Dipboye, 2004; Page et al., 2008). Evidence of this strategy lies in the fact that some larger corporations and prime contractors established their own supplier diversity initiatives. In addition, said Larry, a minority business owner retired after his successful company was sold to a non-minority-owned corporation. Another minority-owned company, known widely locally, is now a regular UF supplier.

**Growing interest of supplier diversity in Florida’s public universities.** Other universities in the SUS now have some form of supplier diversity presence. However, the extent

to which these offices assist participants in supplier diversity programs acquire university business has not been a subject of study. Perhaps, as contended by Bennet and Bennet (2008), Cammarota (2011), Meier (2006), and Page (2014), establishing supplier diversity offices is less about understanding past indiscretions due to racial inequities and more about philosophy and belief in a democratic society that is business inclusive. This might especially be so for public higher education institutions. Why not heed the call of society to address challenges in thinking and pedagogy for innovation in phenomena such as supplier diversity?

The process for universities to contribute to society is institutionally and leadership driven, and higher education institutions are not immune to society's expectation for better leadership (Duke, 2014; Stefani, 2015). Although scholarly literature points out that actions and inactions of formal and informal organizational leaders shape outcomes within organizations and society (Blimling, 2013; Elliott, 2013; Hoffman & Bresciani, 2010; Katzenbach & Kahn, 2010; Schott, 2012; Schuh et al., 2016; Sriram, 2014), intentional actions for supplier diversity are prevalent within the UF culture. First Larry, then Faylene, clearly articulated the expectations for supplier diversity enough for change to be adopted and sustained (Jayne & Dipboye, 2004; Locke & Latham, 1990). This suggests the importance of power and authority vested in leadership, together with other elements of their capital and habitus (Bourdieu, 1993), such as the confluence of philosophy, individual characteristics, and leader experiences.

The length of time it took for supplier diversity to appear in Florida's public universities provides evidence that the education of individuals engaged in purchasing, education administrators, and political leaders required intentional steps to effect change (Kilborn, 2000; Tucker, 2016). A race-neutral conscious culture for supplier diversity efforts within Florida's government and state universities had mixed results (Kilborn, 2000; Tucker, 2016). However,

UF managed to create a culture with positive, progressive results, arguably before 1988 when the program started. With initiatives such as supplier diversity programs, leadership makes a difference (Blount & Hill, 2015; Brady, 2006; Cammarota, 2011; DuFour & Marzano, 2011; Khan, 2005; Kilborn, 2000; Meier, 2006; Page, 2014; Tucker, 2016). UF's leadership made the difference, moving and changing from operating in a climate of strict to relaxed state expectations in support of supplier diversity.

**Lessons learned.** The leaders' mutually determinant relationships, along with the confluence of leaders' philosophical beliefs, characteristics, and experiences, combined to create a fully supported and strong educational awareness effort for UF internally and externally. Thus arose the second key finding of this report. Besides mining data and tracking spending, training and outreach constitute a major activity of supplier diversity programs (Blount & Hill, 2015; Bridges, 2004; Duke, 2014; Elliott, 2013; Hodges et al., 2012). At UF substantive training and outreach were considered part of the work to increase spending. Larry's and Faylene's efforts resulted in sustained benefits for business owners who sought university procurement and purchasing contract opportunities: continuation and evolution of the program, increase in staff, surge in number of minority and women business owners registered at UF, progress in supplier diversity utilization, and prominence as a university that supports the field.

When set-aside and quota programs were prevalent, minority businesses competed against one another without full understanding of organizational marketplace and market plays necessary to acquire business, according to Larry and Faylene. The study participants helped owners develop knowledge on how to become successful in business and simultaneously helped UF personnel understand the importance of taking steps to adopt measures in support of the program. Similar to how some equal opportunity measures for diversity in employment and

recruitment affected all stakeholders, not just minorities, some supplier diversity measures were likewise universal. When accounting policies were changed to pay businesses participating in the UF supplier diversity initiative more quickly, the same applied to all businesses. Therefore, efficiency and effectiveness for those in the supplier diversity programs helped all contractors. Further, as business owners applied their newly obtained or refreshed knowledge to acquire accounts from UF, their business opportunities flourished. This result, according to Larry, was beyond the action of companies simply registering with UF to do business. Larry and Faylene stated that the program helped people to change, which helped the community. Outreach and training were important.

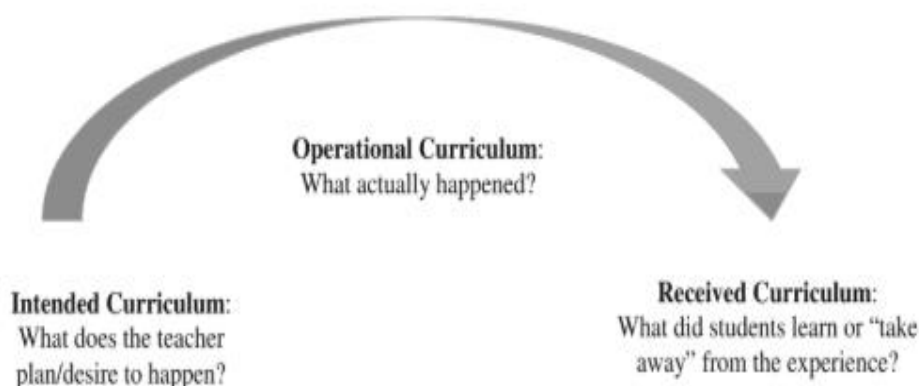
**Lessons learned by the study participants.** Larry and Faylene discussed what they learned as supplier diversity leaders in a multi-year, robust system at UF. They learned about what minority businesses needed to become successful; the institutional and community resources available to assist the businesses; some of the challenges minority businesses face when they seek to conduct business with UF; what help the supplier diversity leaders could give to the businesses; and how to convey to these businesses that they are not ready to conduct business at UF. From their work, the study participants discerned the procurement and contracting opportunities that were available to present to businesses participating in the supplier diversity initiative. As the department staff understood that the supplier diversity initiative could meet their needs, the perceived value and benefit of supplier diversity enhanced its acceptance, they believed.

***Pedagogical strategies and approaches.*** The leaders of the supplier diversity efforts at UF utilized diverse strategies and approaches to imbue their multiple stakeholders with knowledge about the field for practical application and implementation. This study suggests that

supplier diversity implementation encompasses sociological, psychological, economic, philosophical, and cultural underpinnings and the interplay of power and influence. Squarely aligned with Bourdieu's (1993) SFT framework, Larry and Faylene used their capital and *habitus* in order to work and help others make decisions, such as supporting supplier diversity policies, programs, services, and activities that would yield direct outcomes in favor of supplier diversity. The playing field of decision-making among stakeholders by UF office and department administrators, business and corporate owners, and governmental entities in support of supplier diversity suggests that the authority granted in their roles and responsibilities, coupled with other attributes, set the stage for sustainability in a newly created initiative found to have some benefit to UF. Bourdieu's (1993) SFT explains the structure of the field as a state of the power relations among the agents or institutions engaged in the struggle, or, to put it another way, a state of the distribution of the specific capital which has been accumulated in the course of previous struggles and which orients subsequent strategies (p. 73). Perhaps this is the reason that pedagogy and the various approaches to implement an effective and successful supplier diversity initiative arose as critically important during the research.

***Schooling.*** Moroye et al. (2014) discussed the elements of educational connoisseurship and criticism as a form of qualitative research framed by critics' reviews through an instructional arc. They contended that while researchers use prevalent forms of qualitative inquiry within this frame, alterations may occur "to make the educational criticism come to life" (Moroye et al., 2014, p. 23). They therefore introduced the instructional arc as part of Eisner's school ecology with intentions as the focus. They stated that as one dimension changes, so do the others, which makes the concept mutually determinate.

**Figure 1. The Instructional Arc**



(Moroye et al., 2014, p. 25.)

Significantly, this framework, utilizing Eisner's ecology, can be adapted to other settings to fit the researcher's need. "Intentions" was borrowed from Eisner's ecology, with a focus on curriculum, to consider what was planned, what occurred, and what was actually learned. Moroye et al. (2014) contend that before reviewing outcomes of a learning experience, it is important to consider the goals and aims. "What makes this arc particularly fruitful for the educational critic is that the teacher's intentions are not always stated or obvious" (Moroye et al., 2014, p. 25).

### **Educational Connoisseurship: Evaluative Dimension**

Lastly, the consequences of the leaders' assumptions and practices are examined in Eisner's (1976, 1998) evaluative dimension. Although both the leaders' and learners' feedback are always important, in the supplier diversity field, where a dearth of scholarly literature exists, the perspectives of the participants are an essential first step towards addressing Eisner's (1998) concern for schooling improvement (Moroye et al., 2014, p. 150).



## **Elements of UF's Supplier Diversity Program**

Determining how to implement an effective and, therefore, successful supplier diversity program was necessary to explore its meaning at UF, and possibly other state universities. The UF program was the first in the SUS in 1988 and continues 32 years later. From the experiences of the participants, coupled with the researcher's understanding, a number of actions and activities worked and are noted.

**Confluence of Participants' Attributes and Experiences.** According to Larry, the supplier diversity leader must be an empathetic counselor, business consultant, advisor, and teacher. For example, Larry noted that he knew a number of people who started janitorial businesses:

I had a lot of people [who] started janitorial businesses and the first question was, well, how do I get started? I would always tell them to start with apartment complexes..., places that typically won't have a janitorial service, but would use you because of that high turnover. Go to your church, see if they can help them out there. Here on campus, I'd recommend [that they] go to our residence housing program because during the summer months or during Christmas breaks, there is a need to clean those rooms and they want to have enough staff to get through all of that. So, there're a lot of places including doctors' offices where you can pick up those kinds of contracts relatively quickly without total reliance on the university.

Larry gave advice on how to survive in business:

Again using a janitorial service business as an example, I would ask the business owner whether they considered getting into the janitorial supply business. Now, you have two businesses running at the same time and you're getting your supplies

cheaper because you're buying as a distributor, plus, you're able to engage your services on the janitorial side. In essence, I get them to think about branching out. I recalled this one young lady who started an electrical supply business. She didn't know anything about construction, but she realized that, after talking with me...that all of the contractors needed electrical supplies for their businesses. She became very successful over the...I think a three-year period of time. I mean very successful! She sold her business and lives in a different state now.

In addition to support given to owners of janitorial services and janitorial supply companies, Larry remembered and discussed support he provided to:

...a local office supply company..., probably the most successful office supply business in Gainesville. They started out very small. They were competing with, you know, all of the companies that were [operating] back then. Today, that minority-owned company is...the premier office supply company for the University of Florida.

**Understanding Purpose and Need.** The work goes beyond dollars, cents, and job longevity. Accordingly, Larry's idea of a successful program is not just in terms of the number of registered or certified businesses in a database, expenditures made with minority contractors, or number of businesses receiving training. Rather, Larry stated:

It's the people and what they're able to do with their knowledge, so that's the success. At first, the first couple of years, I was driven by numbers, how much the university spent, its annual expenditures with certified minority businesses. Sure that was the motivating factor at first. That was a carrot. But after that, the success, in my mind, was...driven by what the people who obtained business development knowledge

contributed. I had to keep in mind that there are many reasons why businesses fail and there are many reasons why businesses succeed.

He continued:

My critical mass was how many businesses are succeeding and that's how I measure success by those that were succeeding from year to year. The ones that were failing means I failed them somewhere. There was information that I didn't clearly convey to them or that they didn't understand.

Faylene added that department managers and supervisors in the university contributed to the success of their work. She explained:

I think that another reason we were successful...is because the departments helped us to make sure that what we hoped would happen happened. The people, administration, departments, and the businesses themselves that supported it... the ones that participated in it...because...of their cooperation...succeeded. Having various initiatives in place made everything work. Therefore a need for a supplier diversity program, such as this one still in place at this university, and at various other institutions, benefit everyone. Also, businesses have a place to go to help them to be able to get to the opportunities that they are trying to get to.

When the program began, "I was a one person operation," said Larry. "I only had a quarter-time clerical support devoted to the program." He continued:

The personal challenge...was trying to pull together all of the pieces in order to execute the program the way I thought it had to be done. I would do everything from advertisement to making signs, to putting up booths when it came to the trade shows. I'd reach out to all the media for publicity, contact all of the vendors, and all

of the exhibitors, produce flyers and that type of thing. There was also reaching out and speaking to the Chamber or the Rotary, and thinking creatively like coming up with a vendor guide. So, there're a lot of little things that I had to do. The personal challenge is...was time, but I had to put all of it together. A lot of the things that my [successors] are doing today were built on some of the things that were accomplished back then.

**Direct actions.** Larry attributed program success to trade shows, identifying vendors, creating resource guides, conducting community outreach, and speaking and making presentation before various UF audiences. He contended that these activities helped to “categorize a supplier diversity program as successful.” He also acknowledged that he provided consultation and advice to individuals, which contributed to the program:

When you have an individual that comes to you with a business idea, or even more so, a person who doesn't have a business idea, but you're able to steer them into some alternatives that they can consider based on their time, interests, abilities, and their resources and give them information associated....Sharing [information] that these are the things that are hot right now, and then, give them some future trends. Back then [1988 to 1999], video stores would have been hot, but now, it's more elderly care [as a business consideration]. So, being able to gauge what the consensus...is for businesses and steering them in the right direction.

**Resources.** Both Larry and Faylene discussed the commitment of resources by UF senior administrators for the supplier diversity program during their tenure. Leveraging their job titles and positions allowed them to work internally and externally with enough authority to conduct their work. Additional resources included a budget for communications and marketing, and

facilities to train existing and prospective business owners. Over time, more staff support was added. Larry started as a one-person office with the responsibility of establishing a minority business program that later became a separate division with a unique budget during his tenure. By 1999, Faylene stated that she and a program assistant handled the responsibilities, and the office later grew to three individuals including the supplier diversity leader, a staffing composition that remains the same as of January 2020 (<https://sbvdr.admin.ufl.edu/about-us/>).

### **Benefits**

According to the study participants and validation from available artifacts, the benefits of supplier diversity include contributing to economic development, enhanced quality of life, innovation and new ideas, and impact on student, faculty, and staff recruitment.

#### **Economic development.** According to Larry:

The more people work with businesses doing business with the University, the local tax base increases and the social programs decrease. You have more people working, more people paying taxes. Remember, this is the case because small businesses tend to hire people from their community and purchase goods from larger businesses, which increases their growth and revenue. So all in all, the overall future of small businesses is essential because, like I said, small businesses buy products and services from larger businesses, thereby fostering a healthier economy.

**Enhanced quality of life.** Larry interjected an experience he had that helped him understand that his work was beyond supplier diversity spending:

There was a point where I felt humbled by people coming to me and even people I forgot over the years who would tell me about the difference I made in their family. You know, you see them, but you don't see what's behind them. And [pause while in

thought] I had a person about six or so years ago...come to me and said, "You—you don't remember me," and I didn't until he said his name. I remember the name, but the face changed, but he said something that really got to me, you know, he said, "If it wasn't for you, this little boy wouldn't be here now." And that just really got to me, and I wanted to hear that and ask, "What do you mean by that?" But, he kept talking, and that made me feel that he was able to be comfortable enough to ask someone he had been dating to get married because he felt that he would make enough money in business to live and raise a family.

And because of that, that little boy came out of that union, and that just really changed my mind. I said, wow, you know, that's really what it's all about! We say, you know, that, you know, we want to help out the economy. We say that the more competitors in the marketplace, the better the prices. You know we say that small businesses buy from bigger businesses, so that affects the economy. We say that, you know, 59% of the businesses in America are small businesses and they employ the majority of the people that are employed; but, we never looked beyond that. It's all about the people that we see coming in the door. We don't see how our program and services affects their personal lives. And that, and I tell you, that one thing, made everything else I went through worthwhile. Long hours, when I was doing trade shows and stuff like that. Literally, I'd be working around the clock literally. I would be up early sometimes at 5:00 a.m. if a trade show was going to start at 8:00 a.m. in the morning. Many times, many times, I'd go home just to shower and change and come back to work, because I was driven to help those who needed what I was anxious to share.

**Innovation and new ideas.** While working with small and minority businesses, Larry developed a program aid to support procurement officials, small and minority businesses, and larger contractors. He explained:

Shortly after...working with minority businesses, I developed a program called the Profiler. The Profiler enabled us to sort large [amounts] of vendor data, and to retrieve it based on specific filters. So, if I wanted to know what minority businesses existed for certain types of fields or areas, I could retrieve the data. You could retrieve small and minority businesses in certain zip codes that could provide painting supplies, for example. You could find out what minority businesses, or woman-owned businesses could provide constructions materials...that type of thing. So, when procurement officials were seeking specific information on small and minority businesses that would help out some of the general and prime contractors, they'd say, 'Well, Larry, I'm looking for this....,' and I would set a filter and give them exactly what they wanted. And so, that *Profiler* was very helpful to, not only my operation; but, also, to the general contractors who were looking to fulfill their goals for small and minority subcontractors that would help them get a bid at the University of Florida.

**Recruitment impact for students, faculty, and staff.** This was not a point of inquiry during participants' interviews. However, Faylene explained that support for supplier diversity by the university impacted diversity recruitment efforts for students, faculty, and staff:

So, I think from the standpoint of students who may be interested in attending the university or staff seeking employment opportunities...it is good to know and to see that the university highly supports supplier diversity...or diversity overall.

You never know about the far-reaching effects of your actions sometimes, and what your actions and your support will do for others. But, I think, even from the standpoint of students perhaps wanting to come to the university, um, if they see that [a] university, ... that [they're] looking to attend, supports a particular area such as supplier diversity, I would think that that would have a positive effect on [them].

From this standpoint, um, supplier diversity is a benefit to the university, as well as in their recruitment efforts of, um, faculty or what have you, um, especially persons of color.

### **Analysis of Evaluative Dimension**

Eisner's method of analysis values the connoisseur's view of a program within an educational setting (Eisner, 1998; Moroye et al., 2014). For this study, the participants ascribed several factors that influenced an increase in supplier diversity expenditures according to the researcher/connoisseur, namely, (1) the leader's ability to build positive relationships among various levels within the university and with external partners and stakeholders; conveying the message about supplier diversity in a way that is not humanistic and less legalistic; providing human and financial resources to the supplier diversity leader; conducting various types of training and awareness programs throughout the organization and externally to vendors and other stakeholders; and hiring a supplier diversity with boundless vision and imperceptible assets such as patience, empathy, and caring to attain the aims of the program.

**Unintended outcomes.** Not foreseen was the extent to which the program built and strengthened households and family units, and enlightened some recognizable companies to the point where those companies mentored new and emerging small and minority businesses. Another unforeseen outcome was that supplier diversity outreach helped to increase the amount



of business minority firms received when they participated in the many programs that explained how to engage and do business with a university. Implications are that supplier diversity will continue to grow at UF as long as it is valued by the supplier diversity leader, the person to whom they report, executive leadership, and the businesses that are eligible for consideration in a supplier diversity program.

### **Supplier Diversity Using Eisner's Educational Criticism Model**

To further enlighten readers about supplier diversity as the phenomenon of interest in an educational setting, I used Eisner's (2002) educational criticism as the second component of analysis for this study. He reasoned that while "connoisseurship is the art of appreciation, criticism is the art of disclosure (Eisner, 1985, p. 219)." Therefore, the researcher, who is now the critic, reports on the meanings of educational initiatives to improve outcomes (Moroye et al., 2014).

In like manner, this researcher contributed to the final portrait with an artistic brush to add to the meaning of supplier diversity in a public higher education institution in Florida using retrieved data as the foundation. Criticism is not unfettered opinion, but is disclosed through description, interpretation, evaluation and theme-building from the data, similar to how an art critic looks upon a work in a museum (Eisner, 1985; Moroye et al., 2014).

### **Description**

The purpose of this study was to examine the concept of supplier diversity through the lens of a founding supplier diversity program leader at UF and his immediate successor. Their stories can enlighten higher education administrators, especially in Florida, regarding supplier diversity as a means to strengthen their value and benefit to society. The personal perspectives of the first two supplier diversity leaders at UF were triangulated through article reviews, website

scans, and their curricula vitae. According to Eisner (1978, 1998), narrative description identifies and characterizes the phenomenon to readers to enhance their knowledge of the subject area. It is summative rather than observational description (Eisner, 1998, 1998; Moroye et al., 2014).

The researcher/connoisseur presented and analyzed the rich accounts of the participants within this chapter. Here, as researcher/critic, I add that supplier diversity is an emergent program in higher education in Florida, and with each year its significance and standing within colleges and universities is growing nationally (Vollman, 2017). Referred to as diversity's third leg in higher education, supplier diversity is less commonly considered when contrasted to diversification efforts of students, faculty, and staff (Vollman, 2017).

When the UF supplier diversity program was established in 1988, it became the first such program at a state university in Florida. It has operated continuously and since 2015, it has been in its third generation of program leadership. Significantly, the program components were replicated and continue to produce similar successful and effective outcomes. That their work at UF was successful is particularly brought to light since the ascension of the present leader whose background, philosophies, inreach and outreach activities, and organizational support yield recognition within Gainesville and beyond.

## **Interpretation**

Interpretation explains the meaning of stakeholder experiences through theory. Although organizational change theory and social identity theories emerged as applicable in the literature review, Pierre Bourdieu's (1993) SFT was selected due to the nature of this study and the research questions. As told by the participants, the implementation of supplier diversity at UF involved interrelatedness among multiple stakeholders engaged in work that influenced societal outcomes. The work has been complex from the establishment of the program to the present day.

Research indicates that organizational leaders determine the extent, depth, and breadth of programs in organizations (Blount & Hill, 2015; Carter, Skiba, Arredondo, & Pollock, 2014; Drach-Zahavy & Erez, 2002; Fullan, 2001; Jayne & Dipboye, 2004; Kotter, 2011; Page, Oldfield, & Urstad, 2008; Senge, 2013), and this arguably includes supplier diversity programs in public universities. Executive leadership and governance boards are pivotal to deployment of the program. For example, without leadership and acknowledgement from the boards of trustees, the organizational chancellor or president, and senior leaders, relevance of and reason for supplier diversity might dissipate. In this study, participants were provided human and financial resources and authority to conduct their work. However, resources and support alone did not foretell program success or effectiveness. Without the supplier diversity program leaders having knowledge, skills, abilities, and desire to help others, the quality of the work would have been questionable.

The program leaders possessed degrees in related fields such as accounting and public administration, and business experience. Their professional work was in affirmative action, human resources, and purchasing – all areas with the aim of “leveling the playing field” for minority individuals or entities. Each voiced a strong motivation to help others succeed, and respectively discovered the value that supplier diversity brings beyond the question, “How much money was expended with businesses in the supplier diversity program?”

Instead of relying on a simple response of expenditures that contrasted overall spending with minority businesses to all businesses, the participants attributed program success to internal funding, relationships, community building and engagement, and helping families become self-reliant. The society was made better through job creation because minority firms hired other minorities as employees, increased tax revenue for the city, decreased the need for continued

social services for some individuals, and contributed to the overall quality of life for the city of Gainesville (Appendix E).

## **Evaluation**

Evaluation explains meanings that focus on educational improvement where the stakeholders' experiences are honored in preference to predetermined standards (Eisner, 1998). The perspectives herein come from several stakeholders. Central to this study are one individual who established and worked in a supplier diversity program at a major university and another individual who inherited the fully functioning program and added to the body of knowledge in the field. These individuals engaged additional stakeholders in the work, which included university leaders at the highest governance levels and throughout the organizational structure. There was also community engagement outside of the university: business owners, general contractors, and government sectors assisted the minority entrepreneurs' endeavors as successful entrepreneurs with university assistance and support. When tied to internal and external pedagogy, community engagement on part of UF stakeholders largely accounted for the participants' success.

Unexpectedly, teaching and learning contributed to the access and gains made by minority entrepreneurs' business development in a gender- and race-neutral business environment. Such an environment evolved through the external driver of a lawsuit filed by the Association of General Contractors (AGC) Council. Then Gov. Jeb Bush sought to quash growing discontent among his constituents, and began implementation of One Florida (Appendix A). Arguments for and against the One Florida initiative were strong. Minority entrepreneurs and many advocates viewed One Florida as opposed both to affirmative action and to minority business owners and their efforts to participate in a fiercely competitive marketplace. A review of the *Florida AGC Council, Inc. v. Florida*, 303 F. Supp. 2d 1307 (N.D. Fla. 2004) court case

and subsequent settlement agreement adds fervor to both sides of the argument about set-aside programs and preferences. The AGC Council was squarely against any action that would decrease their business opportunities (Tucker, 2000; Vollman, 2017). The council's view corroborates the beliefs of Larry and Faylene that while race was a factor, economics was the driver of opposition to set-asides and preferences.

Through this study, it can also be concluded that pedagogy enhanced supplier diversity outcomes greater than expected. However, one should not ignore that the State's settlement agreement with the AGC Council called for only executive state agencies to cease implementation of set-asides and preferences, and for construction projects only and not for non-construction projects. Technically, all state universities can operate as they choose as public employers since devolvement from the former Board of Regents to the system of a Board of Governors effective in 2004. However, it is wise for a disparity study to be conducted to pass legal scrutiny.

At UF, the essential features of a successful supplier diversity program were summarized. The UF supplier diversity program featured (1) multi-level organizational leaders valuing supplier diversity; (2) supplier diversity leaders with essential academic knowledge, credentials, characteristics, and experiences to leverage their use of discretion and authority; (3) availability of resources such as appropriate budgets, human resources, and facilities; and (4) application of various forms of pedagogy for all stakeholders in the organization and community. A conclusion of this research is that supplier diversity programs in higher education can be effective and efficient, and, therefore, successful, when these features are evident.

## **Theme-building**

Theme-building by the critic highlights repeated topics, points, or qualities (Eisner, 1998; Moroye et al., 2014). From this study, an effective and successful supplier diversity program embodies the four essential features listed in the prior section. As gleaned from the participants' interviews, the above features are also themes that arose throughout the study, which overlapped. This demonstrated, for example, that the presence of resources does not alone make for a successful supplier diversity program, and neither do any one of the other factors. Further, the existence of the application of various forms of pedagogy, while significant, would not have resulted in an effective program if any one of the three themes was lacking. Each theme contributed to improvement and effectiveness of supplier diversity in an educational setting.

## **Impact of Supplier Diversity**

The UF “mission is to enable [its] students to lead and influence the next generation and beyond for economic, cultural and societal benefit” (<https://ufonline.ufl.edu/mission/>, 2020). Supplier diversity is not explicitly tied to the purpose and mission of UF, but it may be implicitly related according to study participant Faylene. She contended that UF saw the need for supplier diversity, and was willing to devote the resources to it to help it to be successful. This lends credence to one belief that public higher education's role should evolve and expand to address the needs of the communities they serve, including that in which they are located. Thus, while more study on this is required, there is no denying that supplier diversity can enhance the community's quality of life while handling procurement needs of the university.

What about the internal challenges to implement supplier diversity across UF? Establishing this new program that involved minority and women business owners was not a simple or easy task according to Larry's assessment. Faylene asserted that she was able to

continue the work that Larry started and the foundation he built carried her through the process with success. They both recognized, however, that while they were busy getting UF staff acclimated to expanding their vendor base to include minority and women owned businesses, gaps existed in that some businesses were willing to work, but they lacked the capacity and readiness to perform contractual work required by UF. “Sometimes,” Faylene asserted, “it takes...some access to not only the opportunity, but access to things like capital.” This statement was in the context of conversation that UF could not provide all of the needs that businesses had.

The extent to which pedagogy contributed to and enabled supplier diversity efforts to expand and grow at UF is undeniable. Pedagogical approaches at all levels of the university and extending outward to the community made the 1988 decision sustainable for 32 years and counting. The UF program is robust, entrenched internally and within the community, and recognized for its achievements locally and statewide. The participants’ voices painted a picture of a supplier diversity program which extends beyond a prologue and is not quite an epilogue as more study is required on the subject. Training, outreach, and awareness proved important to spur access to procurement and purchasing for businesses that constitute the supplier diversity spectrum. While the outcome was at first data-driven to increase spending with minority- and women-owned entrepreneurs, Faylene and Larry found that it became evident over time that assisting these businesses also builds the community. Contrary to what some advocates for affirmative action believe, pedagogy and its approaches made the difference.

### **Chapter Summary**

The lived experiences of two purposeful participants provided a majority of raw data for this narrative qualitative study. They included the founding supplier diversity leader at UF and his successor. The UF program began in 1988 and the second-generation leader worked from

1999 to 2014. The primary research question and two ancillary questions were addressed through participant interviews, complemented by archived data. The aggregation and analysis of the data within the context of Eisner's (1978) educational connoisseurship and criticism model highlighted the importance and effectiveness of the actions related to and associated with supplier diversity. Once expectations of UF were communicated to leaders within and external to the university, UF created, implemented and operated a sustained supplier diversity program which brought about positive outcomes for the institution and the community regardless of the changes in expectations and interpretation of Florida's statutes, rules, and regulations followed by state universities.



## CHAPTER 5: SUMMARY, CRITICAL DIALOGUE, CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

### **Introduction**

Answers to the question, “What can public higher education leaders learn about supplier diversity engagement as part of a university’s sustainable enhancement and value of their educational organizations and systems?” provide fresh insight to university and public sector leaders in general. This study examined the values and benefits brought by the implementation of the supplier diversity program at UF and within its geographical location. The supplier diversity perspectives of the founding UF supplier diversity program leader and his immediate successor conveyed their experiences from the genesis of the program through the successor’s retirement. In 1988, the UF program began three years after the enactment of a statutory procurement mandate for state agencies, including universities, to set aside contract opportunities for minority business owners.

Supplier diversity is a strategy implemented by organizations and systems to procure and contract products and services from minority business contractors and suppliers—historically marginalized businesses—as part of the supply chain for their operational needs (Whitfield, 2003; Whitfield & Landeros, 2006; Worthington et al., 2008; U.S. Department of Commerce, Minority Business Development Agency, 2016; Young, 2004). Collectively billions of dollars for goods, services, commodities, and construction contracts are spent by universities. For example, the State of Florida’s budget exceeded \$83 billion in expenditures in 2017 (Desantis, 2019). SUS aggregated expenditures approached \$13 billion (Florida Board of Governors Office of Budget and Fiscal Policy, 2019). For reasons of social responsibility, equity, and justice, some scholars contend that the public sector should adopt supplier diversity initiatives as part of their

mission and purpose (Blount & Hill, 2015; Khan, 2005; Vollman, 2017). While not explicitly stated within the UF mission, implicit by its actions, UF's program has grown into an identified division.

Because of the dearth of scholarly literature regarding supplier diversity in public higher education, several foci were examined because of their influence on this phenomenon. The literature review yielded 11 foci that influenced this inquiry: (1) historical framework; (2) philosophical underpinnings; (3) organization and change management; (4) leadership accountability; (5) external drivers; (6) community and business engagement; (7) benefits and values of supplier diversity; (8) economic development and higher education; (9) pedagogical approaches; (10) purpose and mission of higher education; and (11) challenges. The 11 foci of the literature review converged to contribute to the knowledge base of the participant leaders in this study.

Results indicated that while these foci were important to the supplier diversity initiative, none were sufficient by themselves. For example, data revealed that having organizational knowledge and understanding of supplier diversity were critical to the extent to which the program was implemented. Executive leadership support, such as the line of authority to executive leadership, the supplier diversity leader's job title, and financial and personnel resources provided were indicative of the importance of supplier diversity to the organization. Nevertheless, the experiences of the participants likewise had weight. Also, the participants' aggregate years of business experience spanned nearly 50 years of which 26 were spent creating and building the longest standing office of its kind of all state universities in Florida. Larry and Faylene understood marketing, business management, reporting and analytics, communications,

organizational processes in purchasing and procurement, and the Gainesville, Alachua County community.

These areas contributed to the knowledge base and connected to inform interested organizational leaders about valuing and sustainability of supplier diversity for the good of the university and the community where it is located. The literature review subsequently evolved into a newly summarized concept map (Appendix G) and demonstrated the influencers of an effective supplier diversity program in higher education based on this research study. For example, that office's website indicates that the present leader received the Supplier Diversity Advocate Award from the Florida State Minority Supplier Development Council at its 43<sup>rd</sup> Annual Awards Gala (<https://sbvdr.admin.ufl.edu/ufs-kathey-porter-wins-supplier-diversity-advocate-of-the-year-award-from-the-florida-state-minority-supplier-development-council/>). Visibility in the business community and active outreach to foster enhancement of small and minority business development were the hallmarks of that award.

### **Critical Dialogue**

Research indicated that leadership decisions result in distinct outcomes because of leaders' characteristics, relationships, culture, background, and experiences (Burke, 2014; Drach-Zahavy, & Erez, 2002; Goleman, Boyatzis, & McKee, 2015; Guajardo et al., 2015; Heifetz & Linsky, 2002; Senge, 2013). UF's actions suggest that its leadership followed a course of action that was not mandated but desired and continues (Letter dated October 24, 2014 to the Florida Department of Management Services Office of Supplier Diversity, Appendix F). Efforts are building among some public universities, whether or not intentionally, to mirror private enterprises in strengthening opportunities for diverse business owners that fall within the supplier diversity paradigm (Vollman, 2017). The supplier diversity program at UF demonstrates

organizational commitment and the program continues to receive recognition ( UF website). Leadership guided the process that has built small business capacity for some entities, and broadened the university's vendor base. Colleges and universities, which generally focus on diversification of students, faculty and staff, have been called to enact greater commitment to supplier diversity, which has lagged, according to NAEP chief executive officer Doreen Murner (Vollman, 2017). The breadth and depth of the participants' stories unveiled details about supplier diversity conducted at UF.

### **Confluence of Philosophy, Individual Characteristics, and Leader Experiences**

The philosophy, characteristics and personality trait of UF leaders mutually determined the outcomes of supplier diversity for the organization. During the interview, Larry spoke with poise and confidence as he answered each question. Sometimes he spoke in a syncopated fashion as he recalled his experiences with starting the program, and reflected on his feelings today to see the program still operating successfully. Sometimes, he decelerated his speaking pace and paused, especially as he discussed how his job title benefited him personally in conducting his job responsibilities that were not fully outlined. Faylene was conservative, not as animated, but certainly pointed about her thoughts and expressions when she responded to questions during the interview. In her deep, intentional thoughts, she credited her success to Larry as the program's founder. She stated, "He made it easy for me..."

Both are post retirement age, African American, and have similarities in educational attainment, administrative expertise, and their strong shared belief about helping others to succeed. They were driven to assist people to meet their business expectations through the UF supplier diversity program. Help included access to business opportunities to "spread the wealth," and leverage the university's publicly highlighted values and strengths for the good of

the community where UF is located. They also described their role as helping others to achieve the “American dream” through wealth building. Some scholars contend that embracing diversity is a component of democracy (Bennet & Bennet, 2008; Brady, 2006; Cammarota, 2011; Meier, 2006; Page, 2014). Might one argue that supporting supplier diversity, which involves inclusion of all businesses, is a form of embracing democratic values?

Regardless of how the leaders’ perspectives originated and were acculturated and grown, the benefit and values of supplier diversity to both the university and community resulted from the beliefs of the stakeholders. Supplier diversity provided opportunities for “marginalized” and “underutilized” businesses access to the UF purchasing and procurement processes. Reportedly, the university expanded their supply chain with increased suppliers and providers, which enabled competition. The University received better value for services rendered by vendors, and by Larry’s standards, “propitiously contributed to the overall value and quality of life of individuals in this community and beyond,” as evidenced by economic data in Appendix E.

Larry and Faylene stated numerous times that UF executive administrators believed in them and they were willing to support them and their contribution to the university’s diversity efforts. Thus, UF debunked Vollman’s (2017) report on the lack of a three-legged stool for diversity in higher education. She stated that in addition to student and employee diversity strategies, vendors should also be included, and a relatively new organization in higher education agrees. The NAEP is “working to build their knowledge in this area and call others’ attention to it as well” (Vollman, 2017, p. 2). Nonetheless, it is likely that individuals like Larry, Faylene, and those to whom they report possessed a shared commitment to diversity strategies that helped usher in change, acceptance, and ultimately, supplier diversity success in the present decade.

## **UF's Results Explained by Theory**

Bourdieu's (1993) SFT theoretical framework suggested that the complexities and interrelationships of stakeholders within the supplier diversity spectrum influenced UF's outcome. The existence of cultural, social, and political influenced UF's outcomes. The university; business owners regardless of race, ethnicity, and gender; community groups; and major corporations who represented the stakeholders or "players on the field," leveraged their individual assets and contributions. Bourdieu's SFT speaks to how these players on the field operate. He contended that deeply rooted characteristics, dispositions, and norms that individuals experience result in who we are (Bourdieu, 1993). The sum total of one's being, he states, is so "ingrained" that one tends to overlook that the feel or field or both are to due cultural mores ("social field") instead of one's natural way of being (Bourdieu, 1993). The relationships between the supplier diversity leaders and stakeholders were mutually determinant and increased the probability for successful and effective implementation of supplier diversity. It is said that relationships among stakeholders create successful pathways (Bolman & Deal, 2013; Burke, 2014; Duke, 2014; Kotter, 2011; Tschannen-Moran, 2004). UF demonstrated that relationships mattered through a non-mandated supplier diversity initiative established in 1988 that continues nearly 32 years later.

## **Summary of Key Findings**

The peer debriefers contended that the findings were significant. First, attitudes about acceptance of supplier diversity were not purely race-driven, nor at the heart of the programmatic change from minority business administration to supplier diversity programs at UF by some stakeholders. Second, the leaders' abilities to facilitate a change process created an environment for organizational success and effectiveness (Vangen et al., 2003; van der Voet et al., 2014).

Third, education and outreach, which originated as the primary form of work to support supplier diversity due to a lawsuit against the state, actually worked when organizational leadership provided ample resources in support of supplier diversity. Lastly, according to the study participants, census data, and local economic indicators, outcomes went beyond mere reports on utilization metrics regarding supplier diversity and included helping to improve the quality of life and economic well-being of the community, and helping families..

The instructional arc, conceptualized by Moroye et al. (2014), reviews the pedagogical aspects of this study in a table that summarizes the curriculum and content discussed by the study participants. The teachers of this study are identified in Tables 1 (university administrators) and 2 (supplier diversity leaders), which detail the operational and received curricula in response to the inquiries portrayed within the instructional arc.

**Table 1. Summary of UF Administrators' Pedagogy for Supplier Diversity Using the Instructional Arc: 1988 to 2014**

Intended Curriculum	Operational Curriculum	Received Curriculum
To support and implement a minority business program (now, supplier diversity)	1. Hired personnel in 1988 2. Provided financial resources 3. Empowered supplier diversity leadership to leverage and handle their authority	Opportunity for future study

This study reflected that the teachers/administrators perceived some form of benefit and value with the supplier diversity program. The program grew from one person in the purchasing department in 1988 to an autonomous unit of three full-time staff members since the mid-1990s. The office has continued since inception and survived changes in practices and policies emanating from the executive office of the Governor and the Chancellor's office of the SUS.

**Table 2. Summary of UF Supplier Diversity Leaders' Pedagogy for Supplier Diversity Using the Instructional Arc: 1988 to 2014**

Intended Curriculum	Operational Curriculum	Received Curriculum
Train internal department heads	<ol style="list-style-type: none"> <li>1. Communicated with stakeholders</li> <li>2. Conducted inreach activities</li> </ol>	Learned to work with and procure from minority vendors
Train procurement and purchasing officials	<ol style="list-style-type: none"> <li>1. Communicated with stakeholders</li> <li>2. Conducted internal training and awareness sessions</li> <li>3. Implemented internal policies, practices and programs</li> <li>4. Encouraged engagement with small and minority vendors</li> </ol>	Learned to work with and procure from minority vendors; created programs (mentor-protégé program); created policies to meet vendors' needs (quicker payment schedules)
Train small and minority vendors within the supplier diversity schema	<ol style="list-style-type: none"> <li>1. Identified and communicated with prospective vendors</li> <li>2. Conducted external training and awareness activities</li> </ol>	Provided vendors information on UF's policies, procedures, processes, contacts, external resources and services; acquired tools; learned about business development
Train corporations and prime contractors	<ol style="list-style-type: none"> <li>1. Identified and communicated with prospective collaborators</li> <li>2. Conducted external networking opportunities</li> </ol>	Learned what supplier diversity meant to them (increased chances to secure UF contracts, improved profit margins)
Create government partnerships (school boards, government agencies, transportation authorities)	<ol style="list-style-type: none"> <li>1. Identified and communicated with prospective collaborators</li> <li>2. Conducted external networking opportunities</li> <li>3. Sought opportunities to collaborate</li> </ol>	Learned about, created, and participated in business matchmaking, reverse trade fairs, and networking events; created or assisted with printed and electronic tools (The Profiler) to market and promote supplier diversity; reported on progress
Report outcomes	<ol style="list-style-type: none"> <li>1. Identified data requirements</li> <li>2. Created, presented, and disseminated reports</li> </ol>	Obtained internal and external feedback



These tables are narrowly tailored to what was discussed by the supplier diversity leaders during initial face-to-face and follow-up interviews, and corroborated and expanded by available artifacts retrieved to triangulate the data.

### **Limitations**

All scholarly research have limitations. This qualitative study had limitations significant enough to mention over which the researcher lacked control. First, data was collected through the lens of just two participants because their selection was based on their work and experiences as supplier diversity leaders over multiple years at one state university in Florida. The institution's establishment of what is now termed a supplier diversity program was unprecedented, and the sample consisted of the founder and successor of the longest-standing program in the state of Florida, thus the findings are not generalizable. Second, time constraints disallowed the opportunity to research new questions that arose, such as how the university's governance board and executive leaders decided to hire an individual to establish a new initiative to diversify the vendor pool in an era characterized by political upheaval around race, ethnicity, and gender issues. Another question that arose was how the governance board and executive leaders perceived the program's and supplier diversity leaders' value to the university and community, benefits, and success since inception. Third, of necessity, there was a sole researcher and efforts were made to avoid personal bias. Given the method of analysis employed in this study, it is important, however, to again mention that the researcher's knowledge was valued though not focused upon (Eisner, 1976; Moroye et al., 2014). Lastly, no quantitative comparisons or distinctions today regarding the respective supplier diversity presence or expenditures at other Florida SUS institutions was obtained.

## **Implications**

With a dearth of scholarly literature on supplier diversity in public higher education in Florida and elsewhere, and, as noted by Vollman (2017), with supplier diversity as the third leg of diversity, the subject is ripe for more research from many standpoints. Not surprisingly, therefore, this study was found to have implications for educational policy, practice, and education and training.

### **Implications for Educational Policy**

Much of the interaction between minority vendors and public procurement officials has traditionally focused on legal implications (Blount & Hill, 2015). A major implication of this work is that administering and framing supplier diversity initiatives as opportunities rather than as threats to overcome improves the likelihood for acceptance and success of related programs and initiatives (Drach-Zahavy & Erez, 2002). This is important because one's deeply held unconscious beliefs, stereotypes, and implicit biases are too rarely brought to the surface, examined, and allowed to be expunged (Carter et al., 2014). Essentially, the blueprint of building internal and external relationships, observing and uncovering the needs of vertical and horizontal leadership, and conveying messages of how implementing supplier diversity helps the community and the institution allowed the program to be firmly established and sustained. Thus, the less legalistic, the more likely embraced. The university's demonstration of commitment to supplier diversity within a paradigm of overall diversity and inclusion provided an opportunity for more businesses to succeed. This suggests consideration to add supplier diversity to the higher education curriculum to teach others about this field in colleges and universities.

### **Implications for Practice**

Supplier diversity should exist. However, since the existence of this initiative is determined by an organization's leaders, when implemented for effectiveness and success, supplier diversity leaders should know about internal and external sources because the university is not a sole source to procure contracts. Renowned and prominent scholars argue for change in higher education toward contributing to real world issues (Duke, 2014; Fullan & Scott, 2009; Shaffer, 2015; Stefani, 2015). Building communities and enhancing the quality of life of citizens where universities are located with inclusive business engagement is one way to begin. Fullan and Scott (2009) contended that institutions should engage in real world issues guided by a turnaround strategy where new potential for an institution is discovered and identified. Based on initiatives of several higher education institutions, their study indicated that many institutions are engaged in economic development activity. Given this, why not include supplier diversity within this paradigm?

### **Implications for Education and Training**

According to the findings, pedagogy was important for all stakeholders. Education and training must have the ultimate desired effect for the intended student or stakeholder group for an effective and successful program. While success can be quantified based on number of vendors in the database, vendor utilization, and amount of expenditures with diverse businesses, imperceptible pedagogical approaches were essential for an effective, efficient program. Workshops, networking events, and matchmaking opportunities, while expedient, were not enough to convey to business owners the knowledge needed to conduct business with UF. It appeared that teaching through patience and projecting empathy were intrinsic to the process. Larry indicated that many times, business owners' lack of educational attainment hindered their

conceptual ability in a business. Therefore, counseling on business survival, while not an immediate measurable benefit for the institution, may eventually result in a business advancing to a point of maturity where it can survive, thrive, and compete to do business at UF and beyond. Drach-Zahavy and Erez (2002) discussed the notion that the way programs are explained determines the extent to which they are adopted within organizations. One's philosophy matters.

### **Suggestions for Future Research**

The limitations section of this study points to areas ripe for future research. Recommendations for the future include acquiring feedback through a qualitative narrative study or quantitative inquiry about the UF executive leaders' decisions to hire an individual to establish minority business development (supplier diversity) program. Also, it would be interesting to contrast the programmatic features and outcomes of UF since inception of its program, thereby including the current supplier diversity leader. Doing so would cover the entire arc of the program from inception to today's third generation of leadership. Further, a study of how the outcomes of supplier diversity are perceived within the various layers of organizational leadership and the broader community would close study gaps at UF. Likewise, businesses whose client is UF could add significantly to scholarly inquiry since they, too, have information to share about their experiences.

Further, a comparative analysis of supplier diversity programs in Florida SUS institutions would enhance awareness of the methods by which supplier diversity is conveyed, and their effectiveness and successes. The analysis could be enriched by the perspectives of the SUS Board of Governors members regarding the creation of autonomous supplier diversity offices at their respective institutions.

### **Reflexivity**

To walk the talk of demonstrated commitment for diversity in higher education, what better way than to incorporate supplier diversity? Giving businesses an opportunity to grow and flourish regardless of an owner's race, ethnicity, gender or other possible discriminating factor, is positive for communities. Deliberate support for supplier diversity, as part of an inclusive business development continuum, contributes to economic growth and prosperity. I think about opportunities that are dormant in higher education such as new market areas for donor contributions, robust student recruitment efforts tied to business inclusion, and vibrant alumni organizations that exist because they want to enhance their university when they feel nurtured. Continued research on supplier diversity in higher education will further demonstrate its connectivity to the community and its importance to society.

### **Conclusion**

Each study participant provided their perspectives on supplier diversity, where a gap in literature presently exists, in a refreshing, new, and profound manner. The historical framework provided a genesis for small and minority business participation in access to procurement and purchasing in organizations across the country. Philosophical underpinnings such as the primary belief that allowing minority businesses to have access to purchasing and procurement opportunities brought organizational change in management and leadership accountability at UF. However, philosophical underpinnings were about community engagement and less about state mandates or external drivers. It seemed that supplier diversity became a moral duty in support of any business willing and able to provide products, services and commodities to UF that could compete with transparency and fairness. The benefits and values of supplier diversity to UF translated to positive relationships in the community, from small and minority businesses,

corporations, and government agencies to recruitment efforts, according to Faylene. According to Larry, benefits included cost savings attributed to qualified competition among businesses, increase in the community's tax base, and decreases in some social services, all of which enabled inclusive economic development. At UF, supplier diversity became a *de facto* part of its higher education purpose and mission. Despite challenges facing higher education systems and institutions such as competition for government funding, a dwindling base of students, and immigration issues, supplier diversity should become a strategic focus. UF added to its relevance and value in community and economic development, which extends beyond its traditional roles of teaching, research, scholarly service, and educating and graduating students. The future is promising for supplier diversity initiatives in higher education.

## REFERENCES

- Abari, A. A., Oyetola, I.F., & Adetayo, O.A. (2014). Institutional leadership effectiveness and higher education for innovation and development. *Journal of Educational Review*, 7(1), 1-9.
- Alexander, Q. R., & Hermann, M. A. (2016). African-American women's experiences in graduate science, technology, engineering, and mathematics education at a predominantly white university: A qualitative investigation. *Journal of Diversity in Higher Education*, 9(4), 307-322. <http://dx.doi.org/10.1037/a0039705>
- Antonakis, J., & House, R. J. (2014). Instrumental leadership: Measurement and extension of transformational–transactional leadership theory. *The Leadership Quarterly*, 25, 746-771.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York, NY: Collier Macmillan.
- Batesel, P. (n.d.). *American's lost colleges: Profiles of 240 closed or merged colleges*. Retrieved from <https://www.lostcolleges.com/florida-agricultural-college>
- Bennet, A. & Bennet, A. (2008). Engaging tacit knowledge in support of organizational learning. *VINE*, 38(1), 72-94. doi.org/10.1108/03055720810870905
- Benneworth, P., & Nieth, L. (2018). Universities and regional development in peripheral regions. In *Universities and regional economic development* (pp. 1-12). Routledge.
- Blimling, G. S. (2013). Challenges of assessment in student affairs. *New Directions for Student Services*, 2013(142), 5-14.
- Blount, I. Y., & Hill, J. A. (2015). Supplier diversification by executive order: Examining the effect reporting compliance, education and training, outreach, and proximity to leadership

- have on government procurement behavior with minority business enterprises. *Journal of Purchasing and Supply Management*, 21(4), 251–258.
- Bogdan, R., & Biklen, S. K. (2006). *Qualitative research for education: An introduction to theories and methods* (5th ed.). London, UK: Pearson.
- Bolman, L. G., & Deal, T. E. (2013). *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco, CA: Jossey-Bass.
- Bourdieu, P. (1993). *The field of cultural production: Essays on art and literature*. New York, NY: Columbia University Press.
- Brady, J. F. (2006). Public pedagogy and educational leadership: Politically engaged scholarly communities and possibilities for critical engagement. *Journal of Curriculum and Pedagogy*, 3(1), 57-60. doi:10.1080/15505170.2006.10411575
- Bridges, D. (2004). Higher education and economic development. *Social Sciences (1392-0758)*, 44(2), 7-16.
- Bureau of Labor Statistics (2015). Labor force projections to 2024: The labor force is growing, but slowly. Retrieved from <https://www.bls.gov/opub/mlr/2015/article/labor-force-projections-to-2024.htm>
- Burke, W. W. (2014). *Organization change: Theory and practice* (pp. 1-430). Thousand Oaks, CA: SAGE Publications.
- Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.
- Cammarota, J. (2011). The value of a multicultural and critical pedagogy: Learning democracy through diversity and dissent. *Multicultural Perspectives*, 13(2), 62-69. doi:10.1080/15210960.2011.571546



- Capra, F. (1996). *The web of life: A new synthesis of mind and matter*. New York, NY: HarperCollins.
- Carter, P., Skiba, R., Arredondo, M., & Pollock, M. (2014, December 15). You can't fix what you don't look at: Acknowledging race in addressing racial discipline disparities. *Discipline Disparities: A Research-to-Practice Collaborative*. Retrieved from [http://www.indiana.edu/~atlantic/wp-content/uploads/2014/12/Acknowledging-Race\\_121514.pdf](http://www.indiana.edu/~atlantic/wp-content/uploads/2014/12/Acknowledging-Race_121514.pdf)
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.
- Collins, C. & Yeskel, F. (2010). The dangerous consequences of growing inequality. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. Hackman, M. L. Pierres, & X. Zúñiga (Eds.), *Readings for Diversity and Social Justice* (pp. 155-162). New York, NY: Routledge..
- Covey, S. R. (1992). *Principle centered leadership*. New York, NY: Simon and Schuster.
- Crabtree, B. F., & Miller, W. L. (1994). Using codes and code manuals: A template organizing style of interpretation. In B. F. Crabtree & W. L. Miller (Eds.), *Doing qualitative research* (pp.163-178). Thousand Oaks, CA: SAGE Publications.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications. Thousand Oaks, CA: SAGE Publications.
- Creswell, J.W., & Poth, C.N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Denhardt, J.V., & Campbell, K. B. (2006). The role of democratic values in transformational leadership. *Administration & Society*, 38(5), 556–72.

- Desantis, R. (2019). Governor Ron Desantis 2019-2020 budget: Bold vision for a brighter future. Retrieved from <https://www.flgov.com/wp-content/uploads/2019/06/Budget-Highlights-Master-.pdf>
- Dewey, J. (1938, 2007). *Experience and education*. New York, NY: Simon and Schuster.
- Drach-Zahavy, A., & Erez, M. (2002). Challenge versus threat effects on the goal-performance relationship. *Organizational Behavior and Human Decision Processes*, 88(2), 667-682.
- DuFour, R., & Marzano, R. J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.
- Duke, J. (2014). Are economic developers asking universities to participate in the development of their state's economies? *Economic Development Journal*, 13(4), 19-23.
- Eagly, A. H., Johannesen-Schmidt, M. C., & van Engen, M. L. (2003). Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing women and men. *Psychological Bulletin*, 129(4), 569-591.
- Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of educational programs* (4th ed.). New York, NY: Macmillan.
- Eisner, E. W. (1998). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Eisner, E. W. (1985). *The Educational Imagination: On the design and evaluation of school programs*. New York: Macmillan Publishing.
- Eisner, E. W. (1976). Educational connoisseurship and criticism: Their form and functions in educational evaluation. *The Journal of Aesthetic Education*, 10(3/4), 135-150. University of Illinois Press.

- Elliott, G. (2013). Character and impact of social innovation in higher education. *International Journal of Continuing Education and Lifelong Learning*, 5(2), 71.
- Feldman, M., Hadjimichael, T., Lanahan, L., & Kemeny, T. (2016). The logic of economic development: a definition and model for investment. *Environment & Planning C: Government & Policy*, 34(1), 5-21.
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, 5, 1-11. Retrieved from [https://www.ualberta.ca/~iiqm/backissues/5\\_1/PDF/FEREDAY.PDF](https://www.ualberta.ca/~iiqm/backissues/5_1/PDF/FEREDAY.PDF)
- Florida Board of Governors Office of Budget and Fiscal Policy (2019). State University System of Florida operating budget summary: Fiscal year 2019-2020. Retrieved from <https://www.flbog.edu/wp-content/uploads/2019-20-OB-Summary-Book-V2.pdf>
- Freire, P. (1968/1993). *Pedagogy of the oppressed*. (M. B. Ramos, Trans.). New York: Continuum Books.
- Fullan, M. (2001). *The new meaning of educational change*. London, England: Routledge.
- Fullan, M., & Scott, G. (2009). *Turnaround leadership for higher education*. San Francisco, CA: John Wiley & Sons.
- Garrido-Lopez, M., Hillon, Y. C., Cagle, W., & Wright, E. (2018). Project-based strategic management education: A client perspective on key challenges. *Journal of Small Business Strategy*, 28(2), 68-79.
- Giloth, R. P. (2000). Learning from the field: Economic growth and workforce development in the 1990s. *Economic Development Quarterly*, 14(4), 340-359.

- Greenleaf, R. K. (2002). *Servant leadership*. South Orange, NJ: Greenleaf Institute for Servant Leadership.
- Guajardo, M. A., Guajardo, F., Janson, C., & Militello, M. (2015). *Reframing community partnerships in education: Uniting the power of place and wisdom of people*. Routledge.
- Haider, D. (1986). Economic development: changing practices in a changing US economy. *Environment and Planning C: Government and Policy*, 4(4), 451-469.
- Harrington, C. & Maysami, R. (2015). Entrepreneurship education and the role of the regional University. *Journal of Entrepreneurship Education*, 18(2), 29-38.
- Hayes, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and educational settings*. New York, NY: Guilford Press.
- Heifetz, R. A., & Linsky, M. (2002). A survival guide for leaders. *Harvard business review*, 80(6), 65-74.
- Hisrich, R. D., & Brush, C. (1986). Characteristics of the minority entrepreneur. *Journal of Small business management*, 24(1), 12-21.
- Hodges, A. W., & Stair, C. A. (2019). Economic Contributions of the University of Florida. Retrieved from <https://fred.ifas.ufl.edu/pdf/economic-impact-analysis/2017-18UFEconomicContributionsReport.pdf>.
- Hodges A. W., Stevens, T. J., Clouser, R. L., Harrington, J., Niekus, M., and Baker, K. (2012). Economic Contributions of the State University System of Florida in Fiscal Year 2009–10. Retrieved from <http://www.fred.ifas.ufl.edu/economic-impact-analysis/pdf/SUS-of-Florida-FY-2009-10.pdf>

- Hoffman, J. L., & Bresciani, M. J. (2010). Assessment work: Examining the prevalence and nature of learning assessment competencies and skills in student affairs job postings. *Journal of Student Affairs Research and Practice*, 47(4), 495-512a.
- House, R. J. (1977). A 1976 theory of charismatic leadership. In J. G. Hunt, & L. L. Larson (Eds.), *The cutting edge* (pp. 189-207). Carbondale, IL: Southern Illinois University Press.
- Jayne, M. A., & Dipboye, R. L. (2004). Leveraging diversity to improve business performance: Research findings and recommendations for organizations. *Human Resource Management*, 43(4), 409-424.
- Katzenbach, J. R., & Kahn, Z. (2010). *Leading outside the lines: How to mobilize the (in) formal organization*. Boston, MA: Harvard Business Review.
- Kaysi, F., Bavli, B., & Gurol, A. (2017). Educational connoisseurship and criticism: Evaluation of a cooperation model between university and the sector on vocational education. *Journal of Education and Practice*, 8(6), 25-35.
- Kerr, C. (2001). *The uses of the university*. Cambridge, Massachusetts: Harvard University Press.
- Khan, M. Z. (2005). *Access to higher education: Leadership challenges in Florida and South Africa*. Lanham, MD: University Press of America.
- Kilborn, P. (2000, February 4). Jeb Bush Roils Florida on Affirmative Action. Retrieved from <https://www.nytimes.com/2000/02/04/us/jeb-bush-roils-florida-on-affirmative-action.html>
- Kleinberg, E. (2019, September 5). Florida History: Is UF Really Florida's Oldest State University? Retrieved from <https://www.palmbeachpost.com/news/20190905/florida-history-is-uf-really-floridas-oldest-state-university>

- Knight, P. T., & Trowler, P.R. (2001). *Departmental leadership in higher education*. Philadelphia, PA: Open University Press.
- Konrad, A. M. (2003). Special issue introduction: Defining the domain of workplace diversity scholarship. *Group & Organization Management*, 28(1), 4-17.  
doi.org/10.1177/1059601102250013
- Kotter, J. P. (2011). *Leading change. HBR's 10 must reads on change management*. Boston MA: Harvard Business Press.
- Kramer, J. B. (2015). The place of Eisner's educational connoisseurship and criticism in jewish education. *International Journal of Jewish Education Research*, 8, 67-79.
- Locke, E., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Upper Saddle River, NJ: Prentice Hall.
- Lord, R. G., Dinh, J. E., & Hoffman, E. L. (2015). A quantum approach to time and organizational change. *Academy of Management Review*, 40(2), 263-290.
- Lotz-Sisitka, H., Wals, A. E. J., Kronlid, D., & McGarry, D. (2015). Transformative, transgressive social learning: Rethinking higher education pedagogy in times of systemic global dysfunction. *Current Opinion in Environmental Sustainability*, 16, 73-80.  
doi:10.1016/j.cosust.2015.07.018
- McCarthy, K. M. (2000). *Fightin'Gators: A history of University of Florida football*. Arcadia Publishing.
- Meier, D. W. (2006). Undermining democracy: 'Compassionate conservatism' and democratic education. *Dissent*, (4), 71-75.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. Revised and expanded from *Case study research in education*. San Francisco: Jossey-Bass.

- Merriam, S. B., & Tisdell, E. (2016). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.
- Meuser, J. D., Gardner, W. L., Dinh, J. E., Hu, J., Liden, R. C., & Lord, R. G. (2016). A network analysis of leadership theory. *Journal of Management*, 42(5), 1374.
- Moroye, C. M., Flinders, D. J., & Uhrmacher, P. B. (2014). Among Elliot W. Eisner's contributions to teaching and curriculum. *Curriculum and Teaching Dialogue*, 16(1), 10-145A,146A,147A,148A,149A,150A,151A,152A,153A,154A. Retrieved from <https://login.dax.lib.unf.edu/login?url=https://search.proquest.com/docview/1566612904?accountid=14690>
- Morrison, A., Breen, J., & Ali, S. (2003). Small business growth: intention, ability, and opportunity. *Journal of Small Business Management*, 41(4), 417-425.
- Moustakas, C. (1994). *Phenomenological Research Methods*. Thousand Oaks, CA: SAGE Publications.
- Naquin, S. S., & Holton, E. F. (2006). Leadership and managerial competency models: a simplified process and resulting model. *Advances in Developing Human Resources*, 8(2), 144-165.
- National Association of Purchasing Management. (2001). Developing a minority supplier program. *NAPM InfoEdge*, February 2001.
- National Research Council (2012). *Research Universities and the Future of America: Ten Breakthrough Actions Vital to Our Nation's Prosperity and Security: Summary*. Washington, DC: The National Academies Press. doi.org/10.17226/13299.
- Noddings, N. (2016). *Philosophy of education*. Boulder, CO: Westview Press.

- Oliver, M. L. & Shapiro, T. M. (2010). Race, wealth and equality. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. Hackman, M. L. Pierres, & X. Zúñiga (Eds.), *Readings for Diversity and Social Justice* (pp. 162-169). New York, NY: Routledge.
- Page, M., Oldfield, C., & Urstad, B. (2008). Why not teach "diversity" to public sector managers? *International Journal of Public Sector Management*, 21(4), 368-382.  
doi:10.1108/09513550810880241
- Page, S. (2014). Where diversity comes from and why it matters? *European Journal of Social Psychology*. 44(4), 267-279.
- Pettigrew, A. M. (2005). The character and significance of management research on the public services. *Academy of Management Journal*, 48(6), 973-977.
- Pink-Harper, S. A. (2015). Educational attainment an examination of its impact on regional economic growth. *Economic Development Quarterly*, 29(2), 167-179.
- Riccucci, N. M. (1997). Cultural diversity programs to prepare for Work Force 2000: What's gone wrong? *Public Personnel Management*, 26(1), 35-41.
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: SAGE Publications.
- Roberts, C.M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing and defending your dissertation research design (2nd ed.)*. Thousand Oaks, CA: Corwin.
- Robinson, C., & Adams, N. (2008). Unlocking the potential: The role of universities in pursuing regeneration and promoting sustainable communities. *Local Economy*, 23(4), 277-289.
- Robinson, V. M. (2008). Forging the links between distributed leadership and educational outcomes. *Journal of educational administration*, 46(2), 241.



- Rossmann, G.B., & Rallis, S.F. (2017). *An introduction to qualitative research: Learning in the Field (4<sup>th</sup> ed.)*. Thousand Oaks, CA: SAGE Publications.
- Sandstrom, J., & Smith, L. (2013). What is legacy leadership? Retrieved from <http://olcoaching.webs.com/what-is-legacy-leadership>
- Sarros, J. C., Cooper, B. K., & Santora, J. C. (2008). Building a climate for innovation through transformational leadership and organizational culture. *Journal of Leadership & Organizational Studies*, 15(2), 145–158. <https://doi.org/10.1177/1548051808324100>
- Sayfie, J., & Ross, L. (1999). Florida Gov. Jeb Bush ends racial quotas? *Adversity: Net Special Report*. [Online]. Available: [www.adversity.net.florida](http://www.adversity.net.florida).
- Schott, M. E. (2012). University of Houston: Engagement, workforce, and economic development. *Continuing Higher Education Review*, 76, 193-200.
- Schuh, J. H., Biddix, J. P., Dean, L. A., & Kinzie, J. (2016). Assessment in student affairs. John Wiley & Sons. San Francisco. 148-165.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (3rd ed.). New York, NY: Teachers College Press.
- Senge, P. M. (2013). Give me a lever long enough...and single-handed I can move the world. In M. Grogan (Ed.), *The Jossey-Bass Reader on Educational Leadership* (3rd ed., pp. 207-219). San Francisco, CA: Jossey-Bass.
- Shaffer, D. F. (2015). Higher education systems are assuming a larger role in the economic development efforts of their states. *Economics, Management & Financial Markets*, 10(1), 54-79.

- Shaffer, D. F., & Wright, D. J. (2010). *A new paradigm for economic development: How higher education institutions are working to revitalize their regional and state economies*. Rockefeller Institute of Government, University at Albany.
- Snider, K. F., Halpern, B. H., Rendon, R. G., & Kidalov, M. V. (2013). Corporate social responsibility and public procurement: How supplying government affects managerial orientations. *Journal of Purchasing and Supply Management*, 19(2), 63-72.
- Sriram, R. (2014). The development, validity, and reliability of a psychometric instrument measuring competencies in student affairs. *Journal of Student Affairs Research and Practice*, 51(4), 349-363.
- Stalinski, S. (2004). Leveraging diversity. *Journal for Quality & Participation*, 27(4), 14-18.
- State Science and Technology Institute (August 2006). *A Resource Guide for Technology-Based Economic Development: Positioning Universities as Drivers Fostering Entrepreneurship Increasing Access to Capital*. Prepared for the Economic Development Administration, U.S. Department of Commerce.
- Stefani, L. (2015). Stepping up to leadership in higher education. *AISHE-J: The All Ireland Journal of Teaching & Learning in Higher Education*, 7(1), 2161-2179.
- Strauss, A., & Corbin, J. M. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: SAGE Publications.
- Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behaviour. In S. Worchel & W. G. Austin (Eds.), *Psychology of Intergroup Relations* (pp. 7-24). Chicago: Nelson.
- Tesch, R. (1990). *Qualitative research: Analysis types and software tools*. London, England: Psychology Press.

- Thelin, J. R. (2011). *A history of American higher education*. Baltimore, MD: The John Hopkins University Press.
- Thomas, D. A. (2004). Diversity as strategy. *Harvard Business Review*, 82(9), 98-98.
- Tierney, W. G., & Chung, J. K. (2002). Affirmative action in a post-Hopwood era. In W. A. Smith, P. G. Altbach, & K. Lomotey (Eds.), *The Racial Crisis in American Higher Education, Revised Edition: Continuing Challenges for the Twenty-First Century*, (pp. 271-283). Albany, NY: State University of New York Press.
- Tornatzky, L. G., Waugaman, P. G., & Gray, D. O. (2002). *Innovation U.: New university roles in a knowledge economy*. Research Triangle Park, NC: Southern Technology Council.
- Trice, H. M., & Beyer, J. M. (1986). Charisma and its routinization in two social movement organizations. *Research in Organizational Behavior*, 8, 113–164.
- Tschannen-Moran, M. (2004), *Trust Matters: Leadership for Successful Schools*, Jossey-Bass, San Francisco, CA.
- Tucker, N. (2016, January 7). He got his way. Then he got a mess. *The Washington Post*. Retrieved from [http://www.washingtonpost.com/sf/national/2016/01/07/decidersbush/?utm\\_term=.77d1059abf5b](http://www.washingtonpost.com/sf/national/2016/01/07/decidersbush/?utm_term=.77d1059abf5b)
- Uhrmacher, P. B., Moroye, C. M., & Flinders, D. J. (2017). *Using educational criticism and connoisseurship for qualitative research*. New York, NY: Routledge
- University of Florida Honors Program (2014). *University of Florida's beginnings*. Retrieved from <http://www.honors.ufl.edu/about/uf-history/1853-1905/>
- University of Florida Division of Small Business and Vendor Diversity Relations (2020). *UF's Kathey Porter wins supplier diversity advocate of the year award from the Florida State Minority Supplier Development Council*. Retrieved from <https://sbvdr.admin.ufl.edu/ufs->

kathey-porter-wins-supplier-diversity-advocate-of-the-year-award-from-the-florida-state-minority-supplier-development-council/

University of South Florida, Office of Supplier Diversity (2020). Retrieved from

<https://www.usf.edu/business-finance/supplier-diversity/index.aspx>

U.S. Federal Statistical System, U.S. Census Bureau (2018). About. Retrieved from

<https://www.census.gov/topics/population/race/about.html>

U. S. Department of Commerce, Minority Business Development Agency (2019). *Historical highlights*. Retrieved from <https://www.mbda.gov/page/historical-highlights>

U.S. Department of Commerce, Minority Business Development Agency (2016). *Contracting barriers and factors affecting minority business enterprises: A review of existing disparity studies*. Retrieved from [https://www.mbda.gov/sites/mbda.gov/files/migrated/files-attachments/ContractingBarriers\\_AReviewofExistingDisparityStudies.pdf](https://www.mbda.gov/sites/mbda.gov/files/migrated/files-attachments/ContractingBarriers_AReviewofExistingDisparityStudies.pdf)

U.S. Small Business Administration. (n.d.) History retrieved from Small Business

Administration website <https://www.sba.gov/about-sba/what-we-do/history>

Van der Voet, J., Groeneveld, S., & Kuipers, B. S. (2014). Talking the talk or walking the walk? The leadership of planned and emergent change in a public organization. *Journal of Change Management*, 14(2), 171–191.

Vollman, A. (May 2017). Diversity's third leg: Higher education's approach to supplier diversity. *Insight into Diversity*. Retrieved August 21, 2018 from <http://www.insightintodiversity.com/diversitys-third-leg-higher-educations-approach-to-supplier-diversity/>

Wals, A. E. J., & Schwarzin, L. (2012). Fostering organizational sustainability through dialogical interaction. *Learning Organization*, 19(1), 11-27.

- Whitfield, G. (2003). *Culture and the effectiveness of supplier diversity programs: A test of predictors* (Doctoral Dissertation). Retrieved from <http://scholarworks.wmich.edu/dissertations/1321/>
- Whitfield, G., & Landeros, R. (2006). Supplier diversity effectiveness: Does organizational culture really matter? *Journal of Supply Chain Management*, 42(4), 17-29.
- Will, J. A., Cobb, S. C., & Cheney, T. J. (2008). Florida's changing rainbow: Identifying emerging markets through the examination of racial composition and demographic change in Florida. *Population Research & Policy Review*, 27, 497-514.
- Worthington, I., Ram, M., Boyal, H., & Shah, M. (2008). Researching the drivers of socially responsible purchasing: a cross-national study of supplier diversity initiatives. *Journal of Business Ethics*, 79(3), 319-331.
- Yammarino, F. J., & Bass, B. M. (1990). Transformational leadership and multiple levels of analysis. *Human Relations*, 43, 975-995.
- Yin, R. K. (2003). *Case study research: Designs and methods (3rd ed.)*. Thousand Oaks, CA: SAGE Publications.
- Young, W. E. (2004). Supplier diversity is good business. *89th Annual International Supply Management Conference*. Retrieved from <https://www.instituteforsupplymanagement.org/files/Pubs/Proceedings/JCYoung.pdf>
- Yukl, G. A. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *The Leadership Quarterly*, 10(2), 285-305.
- Yüksel, İ. (2010). How to conduct a qualitative program evaluation in the light of Eisner's Educational Connoisseurship and Criticism Model. *Turkish Online Journal of Qualitative Inquiry*, 1(2), 78-83.

## APPENDIX A: HISTORIC TIMELINE TO TODAY'S SUPPLIER DIVERSITY PROGRAMS

- 1932 - President Herbert Hoover's administration established the Reconstruction Finance Corporation (RFC) to assist businesses (Depression era).
- 1942 - Congress created the Smaller War Plants Corporation (SWPC) to help small business compete for defense contracts during World War II.
- The SWPC dissolved after World War II, and its responsibilities were transferred to the RFC.
- 1952 - The RFC was abolished and President Eisenhower's administration proposed legislation to create the Small Business Administration (SBA) to provide business assistance.
- 1953 - The United States Small Business Administration was officially established to ensure small businesses a "fair proportion" of government contracts and sales of surplus property.
- 1954 – *Brown vs. Board of Education of Topeka*, 347 U.S. 483 became a landmark decision of the U.S. Supreme Court that ruled racial segregation in public schools was unconstitutional.
- 1958 - The Investment Act of 1958 established the Small Business Investment Company (SBIC) to help small businesses obtain credit needed for competitiveness due to advancing technology, long-term debt, and equity investments to high-risk small businesses.
- 1964 - Under the Nixon Administration, the SBA instituted the Equal Opportunity Loan (EOL) Program, which encouraged new business growth for owners below income poverty levels and lacked credit and collateral requirements. The Civil Rights Act was signed into law, mandating non-discrimination.
- 1965 - Executive Order 11246, 3 CFR 339 (1965) was signed by President Lyndon Johnson,

prohibiting federal contractors from discriminatory practices.

1969 - Executive Order 11458, 34 FR 4937, 1969 WL 9645 was signed by President

Nixon to create a national program for minority business enterprises. It established the

Advisory Council for Minority Enterprise. President Nixon established the Office of

Minority Business Enterprise (OMBE), which later became the Minority Business

Development Agency (MBDA). It assisted businesses based on socio-economic status in

the name of social and economic justice.

1971 - Executive Order 11625, 36 FR 19967, 3 CFR, 1971-1975 Comp., p. 616 was signed by

President Nixon to clarify the role of the Secretary of Commerce. "Minority business

enterprise" means a business enterprise that is owned or controlled by one or more socially

or economically disadvantaged persons. Such disadvantage may arise from cultural, racial,

chronic economic circumstances or background or other similar cause.

1985 - Florida Governor's Executive Order 84-85

- Under the Florida Small and Minority Business Act, the Small and Minority Business Assistance Office (SMBAO) was established and later renamed the Minority Business Advocate Office (MBAO)

1989 – *City of Richmond v. J.A. Croson Co.*, 488 U.S. 469 (1989)

The City of Richmond Board adopted a Minority Business Utilization Plan (the Plan).

The Plan required prime construction contractors that were successful bidders to

subcontract a minimum of 30 percent of the awarded contract amount to one or more

minority business enterprises (MBEs) also known as a set-aside. The *Croson* decision

held that MBE programs:

(1) had to be based on a compelling need of the City to remedy the present effects of historic discrimination,

(2) had to be narrowly tailored to address the remedy, and

(3) the standard of review had to be based on strict scrutiny.

1994 - The Commission on Minority Economic and Business Development (COMEBD) was formed. The new COMEBD was the combination of the SMBAO and MBAO.

1995 - *Adarand Constructors, Inc. v. Peña*, 515 U.S. 200 (1995)

Adarand Constructors was a majority-owned business that specialized in guardrail work for highways. The firm submitted the lowest bid for subcontract work that involved U.S. Department of Transportation (USDOT) funds. Under the USDOT's program, prime contractors received additional funds for sub-contracting with small businesses (controlled by minority individuals considered as socially and economically disadvantaged). *Adarand* was the low bidder, however, the contract was awarded to Gonzales Construction Company, a certified minority business because the prime contractor received a financial incentive to sub-contract business with Gonzales, Adarand claimed his firm was denied equal protection under the law. Therefore, *Adarand* resulted in strict scrutiny applied to federal government programs regardless of historic evidence of race discrimination.

1999 - Executive Order 99-281, Jeb Bush's One Florida Initiative, created as an alternative to Affirmative Action, became a reality. Its goals: To eliminate gender and racial preferences and set-asides, preferences, and quotas; called for reform of the procurement process to encourage the pursuit of diversity by making the state's procurement agents more accountable for purchasing decisions; reduce red tape for the minority certification

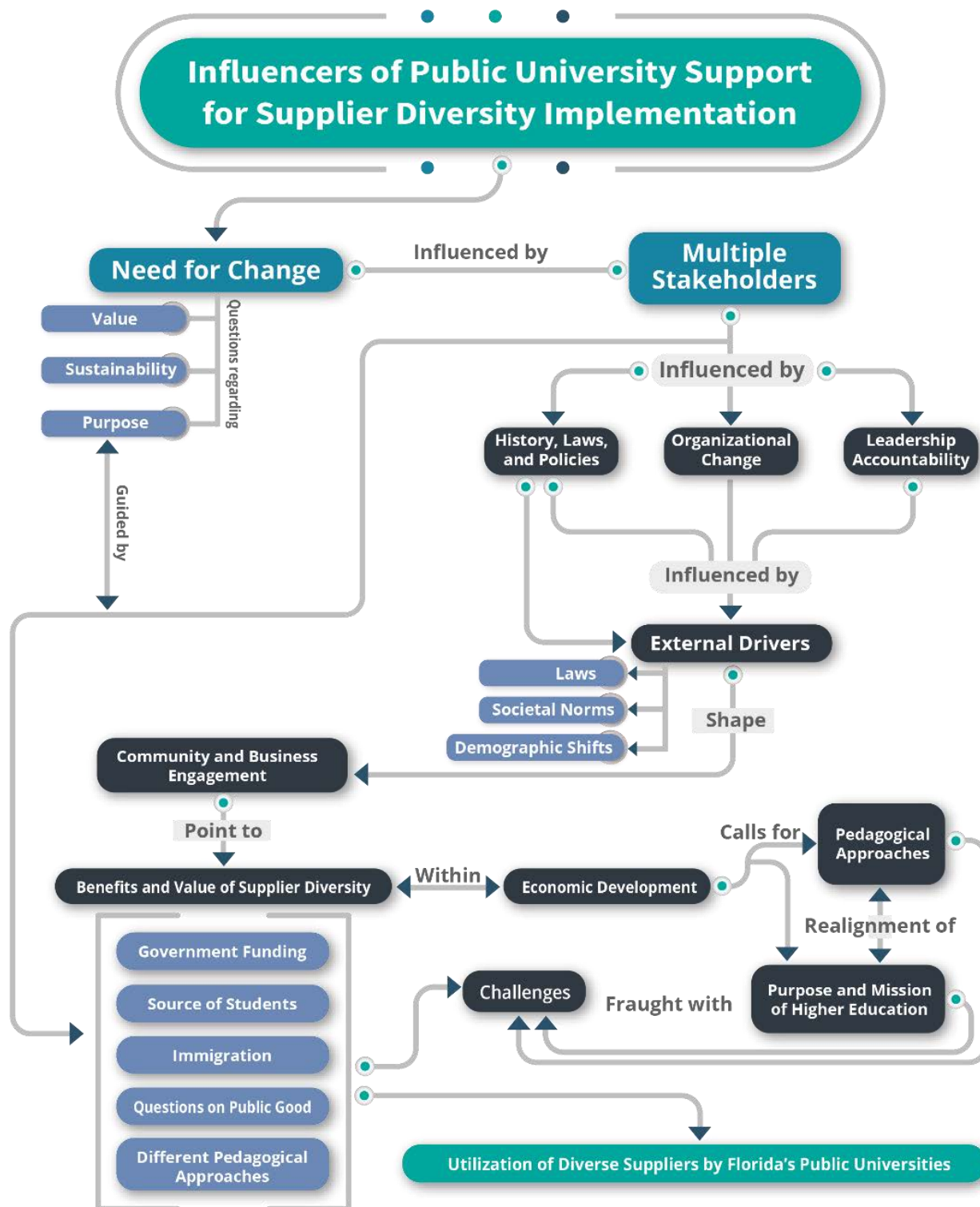


process; and enhance financial and technical assistance programs that target the business development needs of emerging minority businesses, including construction companies and franchises.

2011 - Governor Scott signed Fla. Exec. Order No. 11-04 (January 4, 2011), to support diversity in employment and contracting; reaffirmed the policy of nondiscrimination in government contracting established in Executive Order 99-281.

2016 – Supplier diversity results mixed according to Tucker (2016); disparity or small business utilization study recommended by the Florida Advisory Council on Small and Minority Business Development.

## APPENDIX B: CONCEPT MAP BASED ON REVIEW OF THE LITERATURE



## APPENDIX C: INTERVIEW PROTOCOL

### Phase I

1. Tell interviewees my objective and explain my interest in the field. Describe how I intend to use the data collected. Explain that I intend to share the completed assignment. Note that in spite of how I regard supplier diversity that the primary aim is to learn from their voices in order to minimize bias. Provide a copy of the definition of supplier diversity from research and ask if there are any questions or additions to the definition.
2. Begin by asking about the interviewee's background and their life story as open-ended questions.

### Phase II

1. How did you start in this field?
2. What is the philosophy of supplier diversity in your department, organization, and those who approve your work?
3. What is it like conducting this type of work in your organization?
4. Who are the stakeholders for supplier diversity in your organization and how do they interact with each other? Across departments? Among external organizational peers?
5. Discuss any challenges you face when conducting your work.
6. What makes a program successful?
7. Based on your response, describe the extent of success you believe your organization has achieved.
8. Reflecting on your experiences, what lessons did you learn that will be useful to other supplier diversity leaders? Higher education administrators?

### Final Phase

1. After interviews are transcribed, allow the interviewees the opportunity to read the responses to correct any errors or misinterpretations when the data is transcribed.
2. When coding occurs, allow the participants to check and review to ensure veracity.

APPENDIX D: ECONOMIC DATA INDICATORS FOR GAINESVILLE, ALACHUA  
COUNTY, FLORIDA

**Select Demographics of Minority-Owned Businesses: Alachua County, Florida**

Demographic	Number of firms with or without paid employees			Number of firms with paid employees			Annual payroll (\$1,000)		
	2002	2007	2012	2002	2007	2012	2002	2007	2012
Total Number of Firms	17,163	20,676	20,110	4,521	5,098	5,195	1,837,761	2,972,146	2,819,502
Female	5,068	6,540	7,177	780	768	919	194,911	185,068	160,437
White	14,912	17,210	15,448	N/A	3,882	4,000	N/A	1,109,190	1,174,145
Hispanic or Latino	955	1,389	1,133	S	287	168	S	41,829	S
Black or African American	866	1,615	2,283	S	162	66	S	19,365	11,133
Asian	430	793	1,328	S	221	409	S	17,380	47,137
American Indian and Alaska Native	N/A	S	123	N/A	S	20	N/A	S	S
Asian Indian	N/A	S	346	N/A	S	181	N/A	S	9,298
Chinese	N/A	S	332	N/A	S	59	N/A	S	S
Filipino	N/A	S	106	N/A	S	5	N/A	S	S
Japanese	N/A	61	36	N/A	1	2	N/A	S	S
Korean	N/A	S	115	N/A	S	70	N/A	S	5,937
Vietnamese	N/A	113	267	N/A	8	64	N/A	2,481	S
Other Asian	N/A	S	153	N/A	S	28	N/A	S	S
Some other race	N/A	S	220	N/A	S	8	N/A	S	1,424
Puerto Rican	N/A	S	288	N/A	S	71	N/A	S	S
Cuban	N/A	S	102	N/A	S	3	N/A	S	S

S - Withheld because estimate did not meet publication standards

N/A - Not available

Source: U.S. Census, Tables SB0700CSA01 for 2007 & 2012. Table SB0200A1 for 2002.

**Select Demographics of Minority-Owned Businesses: City of Gainesville, Florida**

Demographic	Number of firms with or without paid employees			Number of firms with paid employees			Annual payroll (\$1,000)		
	2002	2007	2012	2002	2007	2012	2002	2007	2012
Total Number of Firms	8,320	10,976	9,764	2,793	3,219	3,032	1,174,025	2,193,878	1,843,079
Female	2,251	3,387	3,408	447	498	481	115,834	114,296	56,746
White	7,098	8,885	6,950	N/A	2,302	2,212	N/A	771,872	792,229
Hispanic or Latino	518	753	628	S	193	113	S	28,036	6,360
Black or African American	446	919	1,377	S	122	25	S	17,559	4,355
Asian	258	407	731	S	152	301	S	12,034	24,353
American Indian and Alaska Native	N/A	S	91	N/A	S	11	N/A	D	S
Asian Indian	N/A	S	200	N/A	S	157	N/A	S	7,326
Chinese	N/A	S	115	N/A	S	38	N/A	S	S
Filipino	N/A	N/A	37	N/A	N/A	0	N/A	N/A	S
Japanese	N/A	41	N/A	N/A	1	N/A	N/A	S	N/A
Korean	N/A	N/A	102	N/A	N/A	62	N/A	N/A	4,899
Vietnamese	N/A	81	181	N/A	1	30	N/A	S	S
Other Asian	N/A	S	92	N/A	S	12	N/A	S	S
Some other race	N/A	S	134	N/A	S	7	N/A	S	S
Puerto Rican	N/A	S	190	N/A	S	62	N/A	S	S
Cuban	N/A	S	45	N/A	S	3	N/A	S	S

S - Withheld because estimate did not meet publication standards

N/A - Not available

Source: U.S. Census, Tables SB0700CSA01 for 2007 &amp; 2012. Table SB0200A1 for 2002.

APPENDIX E: CURRICULA VITAE OF RESEARCH PARTICIPANTS AND PEER  
DEBRIEFERS



## LARRY T. ELLIS

---

### PROFESSIONAL EXPERIENCE

**DIRECTOR, FACILITIES SERVICES, BUILDING SERVICES DEPARTMENT**  
**University of Florida ☐ Gainesville FL**

**2019 - Present**

Hired to direct and motivate 450 employees charged with cleaning and servicing over 900 buildings. Selected to negotiate and execute auxiliary services contracts totaling over \$ 1 million dollars. Chosen to plan and manage an operational budget of over \$17 million. Improved the department's campus-wide image and service delivery from "good to great."

**HUMAN RESOURCES INVESTIGATOR**                      **2017 - 2019**  
**University of Florida ☐ Gainesville FL**

Investigated complaints alleging discrimination, harassment, and violations of UF regulations or policies. Appointed to resolve workplace disputes and conflicts through conflict resolution options. Provided technical assistance on state and federal EEO/AA compliance reports. Resolving 70+ formal complaints, and expanded the department's investigative options by introducing Management Directed Inquires as a viable partnering resource for managers. Served as the University Conflict Resolution Mediator. Certified Internal Investigator (July 2018).

**MANAGER OF EQUAL OPPORTUNITY**                      **2016 - 2017**  
**Florida Department of Transportation ☐ Tallahassee FL**

Recruited as the statewide Equal Opportunity Officer, charged with administering, monitoring and enforcing EEO/AA programs impacting 6,500 employees. Managed \$5.6M budget. Improved operational efficiency, proficiency and employee morale of a staff of 17. Enhanced EO's reputation, recognition and respect among District Secretaries and department administrators. Secured \$100,000+ in operational savings. Planned the 1<sup>st</sup> statewide conference of District EO Officers in 8 years. Guided statewide Title VI and Title VII complaint investigations filed throughout the 8 Districts. Developed programs and services which awarded over \$700M in contract to Disadvantaged Business Enterprises (DBEs) and Small Businesses. Executed annual contracts with Support Services Providers to offer technical assistance to DBEs statewide. Produced the EEO/AA report, and annual Federal Highway Administration, Federal Transit Administration and Federal Aviation Administration contract compliance and goal reports.

**DIRECTOR OF INSTITUTIONAL EQUITY ☐ DIVERSITY**                      **2005 - 2011**  
**University of Florida ☐ Gainesville FL**

Appointed as the Equal Employment and Diversity Officer, charged with educating, training, monitoring and guiding the University toward compliance with EEO/AA regulations. Managed a staff of 2. Investigated and resolved over 500 EEO and Title IX formal complaints filed throughout the University and the University Athletic Association. Produced state and federal EEO/AA reports, and served as liaison to EEOC, FCHR, OCR and USDA. Planned 6 Annual Employment Law Conferences for Florida universities and colleges. Trained academic administrators and employees on sexual harassment prevention, diversity initiative, employment law and equal employment opportunity programs. Chaired the President's Council on Diversity, and authored 75% of the University's current Diversity Action Plan. Conducted workshops for deans and UF Academy participants on institutional diversity initiatives. Designed the HRS Building floor plan, and served as the renovation project's functional owner, and liaison to the project manager, general contractor and various vendors.

**DIRECTOR, UNIVERSITY HUMAN RESOURCES**  
**University of Florida ☐ Gainesville FL**

**1999 - 2005**

Personally recruited by the former VP of Finance and Administration to direct and transform HR into a strategic business partner for departments. Championed the vision of forging sustainable HR infrastructure, systems processes and practices. Improved HR's Customer Satisfaction Rating from "Poor" to "Excellent." Managed a budget of \$3.7M. Directed 97 HR professionals in recruitment and staffing, classification and compensation, benefits, employee and labor relations, training, leave administration, processing and records, HR communications, workers and unemployment compensation, and HR communications. Heavy emphasis on leading UF through rapid HR change and transformation associated with SUS devolution, PeopleFirst and PeopleSoft. Served as President of the State University System Inter- Institutional Personnel Council. Served as resource and consultant to hiring authorities on regulations, discipline, grievances, retrenchment, operational and leave issues. Served on the University Rules Revision Committee, and transformed the HR-related SUS Rules into UF Regulations. Conceptualized the term "TEAMS" (*technical, executive and managerial support*), used to define the pay plan for post-devolution administrative and professional positions. Served as an active member on the AFSCME and PBA bargaining teams, and negotiated new agreements post devolution. Served on the PeopleSoft Steering and Vision Committees, and served as a functional owner of the HRMS module. Reassigned HR representatives to the PeopleSoft to ensure optimum HRMS results.

**DIRECTOR OF SMALL BUSINESS ☐ VENDOR DIVERSITY RELATIONS**  
**University of Florida ☐ Gainesville FL**

**1988 - 1999**

Established the first Small Business & Vendor Diversity Relations (SBVDR) Office at the University of Florida, and the first SBVDR Office in the State University System. Provided technical assistance and training to state universities, state agencies, and local governmental entities on small business development programs. Developed programs and services that increased UF's annual expenditures with small businesses from \$152K to over \$18M. Planned 10 Annual Small Business Trade Fairs, and hosted over 50 small business workshops. Provided one-on-one technical assistance to startup and

existing small businesses. Developed an operational matrix to measure and track the effectiveness of all programs and services. Created several publications for vendors and departments to enhance and encouraged procurement opportunities (Vendor Resource Guide, How to Start a Business Guide, Survival Handbook for Vendors, and Doing Business with the University of Florida). Designed a vendor database system (Profiler) which stored, sorted and retrieved vendor data through multiple filters.

**DEPUTY ASSISTANT VICE CHANCELLOR FOR AFFIRMATIVE ACTION** **1985 - 1988**  
**University of California, Irvine ☐ Irvine CA**

Hired to ensure university compliance with state and federal EEO/AA laws. Wrote and received \$40K in grant funding for student affirmative action programs. Managed a staff of 3. Investigated and resolved discrimination and harassment complaints. Produced EEO/AA compliance reports, and conducted EEO training to faculty and staff.

**DIRECTOR OF PERSONNEL ☐ AFFIRMATIVE ACTION** **1981 - 1985**  
**Lake Sumter College ☐ Leesburg FL**

Personally recruited by the former President to establish the first Personnel Department in the College's 20 year history. Served as the Assistant to the President, responsible for the College's daily operation in his absence. Directed 2 HR professionals in advertising and recruitment, new employee orientation, benefits, classification, employee relations, leave administration, and records management. Developed 100% of the Personnel Regulations. Produced EEO/AA compliance reports, and investigated complaints of discrimination. Improved the College's EEO Rating from "No Progress" to "Substantial Improvement."

### EDUCATIONAL EXPERIENCE

- |                           |         |                          |                        |
|---------------------------|---------|--------------------------|------------------------|
| • Specialist in Education | (Ed.S.) | Florida State University | Educational Leadership |
| • Masters of Education    | (M.Ed.) | Florida A & M University | Counseling             |
| • Bachelor of Arts        | (B.A.)  | Florida A & M University | Psychology             |

### AFFILIATIONS

- 2008 – Date Board of Director, Florida Housing Association
- 2009 – 2017 Board of Director, North Florida Retirement Village, Inc.
- 1999 – 2004 Board of Director, Girls Club of Alachua County (Outcomes Chair – 2002 - 2004)
- 1998 – 2012 Board of Director, Florida Citizens Bank, Alachua & Marion Counties (Board Chair 2009-12)
- 1998 – 1999 Board of Director, Florida Construction Education Council, Inc.

1997 – 1999	Board of Director, YMCA of North Central Florida (Facility Committee)
1996 – 2005	Commissioner, Florida Commission on Human Relations
1996 – 2003	Board of Director, Hospice of North Central Florida
1990 – 2001	Board of Director, United Gainesville Community Development Corporation. (Chair – 99-01)
1996 – 1997	Board of Director, Child Care Resources, Inc. (Personnel Committee Chair)
1992 – 1998	Board of Director, Martin Luther King, Jr. Commission, City of Gainesville
1992 – 1994	Board of Director, Porter's Community Center, Inc.
1991 – 1999	Board of Director, United Way of Alachua County (President - 1997)
1991 – 1999	Board of Director, Gainesville Area Chamber of Commerce. (Vice President Marketing 97-98)
1991 – 1993	Board of Director, Santa Fe Community College Minority Scholarship Committee

---

## AWARDS

2012	Medallion Award, University of Florida, 23 Years of Service
2011	Outstanding Support & Service Award, Small Business & Vendor Relations, University of Florida
2006	Leadership and Service Award, YMCA of Alachua County
2004	Outstanding Leadership and Service Award, Hospice of North Central Florida
2002	Volunteer Award, Tacachale Center, Department of Children and Family Services
2001	City Commission of Gainesville Certificate of Appreciation, Blue Ribbon Ad Hoc Committee
1997	Leadership Award, Perry-Parrish Construction Management Services
1996	Community Person of the Day Award, Magic 101.3 / WFEZ-FM Radio (7/10/96)
1995	Appreciation for Leadership Award, United Way of Alachua County
1994 – 1999	Minority Business Enterprise Goal Achievement Awards, Florida Department of Management Services
1994	Leadership & Community Dedication Award, United Way of Alachua County
1992	Focus on Leadership Award, Gainesville Sun Newspaper
1991	Ebony Appreciation Award, City of Gainesville Office of Equal Opportunity
1990	Leadership Gainesville XVII, Gainesville Area Chamber of Commerce
1985	Meritorious Service Award, Lake-Sumter College, Board of Trustees
1981 – 1985	Volunteer Service Awards, Lake County United Way
1979	Valuable Service Award, Florida A & M University, Office of Student Affairs

FAYLENE D. WELCOME, M.B.A., C.P.P.B.

---

Faylene D. Welcome

Has a combined total of over 30 years public and private sector experience, including county government, university and private industry experience, with numerous years of experience in the areas of accounting, budgeting, taxation and purchasing. Five years were spent in the private sector working for a Fortune 500 company in the areas of accounting and corporate taxation. Upon entering the public sector, began career at the University of Florida in the area of accounting to include budgeting and auxiliary accounting. Approximately fifteen of the more than thirty years were in County Government, where I served as a budget analyst instrumental in the development and formulation of the County's budget, nine years managing the County's Purchasing Division overseeing the County and the Library District's purchasing function. Active in a number of professional organizations and certified as a public procurement buyer. Has served on various committees within the National Institute of Governmental Purchasing, is a past member of the Board of Directors for the North Central Florida Chapter – National Forum for Black Public Administrators and the Gainesville Area Chamber of Commerce. Holds a Bachelor's Degree in Business Education and an M.B.A. with a concentration in the area of Accounting.

**CAREER OBJECTIVE:** Interested in working in the area of management /administration, financial or closely related capacity utilizing education and experience with the opportunity for upward mobility.

**PROFESSIONAL WORK EXPERIENCE:**

**WATSON REALTY CORP.**  
**4516 NW 23<sup>RD</sup> AVENUE**

**GAINESVILLE, FL**  
**OCTOBER 2016 TO PRESENT**

SALES ASSOCIATE, GRI, FLORIDA LICENSED REALTOR, FOR BUYING AND SELLING OF RESIDENTIAL AND COMMERCIAL PROPERTIES FOR MORE THAN TWO AND A HALF YEARS.

**UNIVERSITY OF FLORIDA**

**GAINESVILLE, FL**

**DIRECTOR OF SMALL BUSINESS & VENDOR DIVERSITY RELATIONS**

**JUNE 2000**

**TO MAY, 2015 (RETIREMENT)**

- Administered the University of Florida's Small Business program, assisting small businesses interested in opportunities with the University of Florida.
- Provided technical assistance, in such areas as business start-up and development, marketing and one-on-one counseling
- Conducted and hosted various in-reach and out-reach programs including organizing and hosting of the University of Florida's Annual Small Business Conference and Trade Fair, various mini-fairs, small business workshops and networking forums to identify qualified vendors available to meet the operational needs of the university.
- Assisted departments with understanding and complying with federal grant and contract requirements involving small business subcontracting requirements.

**ALACHUA COUNTY BOARD OF COUNTY COMMISSIONERS GAINESVILLE, FL**  
**PURCHASING MANAGER PURCHASING DIVISION MARCH 1991 – JUNE 2000**

- Responsibility involved the administering of Alachua County Board of County Commissioners and Alachua County Library District's purchasing program.
- Management of staff of seven employees, including professional and support personnel.

**BUDGET ANALYST OFFICE OF MANAGEMENT & BUDGET NOVEMBER 1985 – MARCH 1991**

- Responsibility included the development, monitoring and tracking of County's annual operating budget. Assisted and advised departments regarding policies, compliance and formulation of departmental budgets.

**UNIVERSITY OF FLORIDA FINANCE & ACCOUNTING GAINESVILLE, FL**  
**BUDGET ACCOUNTANT / AUXILIARY ACCOUNTANT / ACCOUNTANT III**

**JANUARY 1981 – NOVEMBER 1985**

- Responsibilities included monitoring of University's budget, processing of budget requests and transfers; Oversaw financial reporting by auxiliaries, provided assistance and advice regarding financial reporting and accounting matters.
- Served as an Accountant III in the Office of the Vice President for Health Affairs – Business Services Division – reviewing various contracts and payments involving a variety of funding sources.

**PPG INDUSTRIES, INC. (PITTSBURGH PAINT & GLASS) PITTSBURGH, PA**  
**CORPORATE TAX DEPARTMENT CORPORATE TAX ACCOUNTANT**

**SEPTEMBER 1978 – NOVEMBER 1980**

- Served as a corporate tax accountant for Fortune 500 Company where responsibilities involved the preparation and filing of property tax returns to various taxing authorities; Filing of and assistance with the preparation of the federal and state income tax returns for the parent company and subsidiaries. Conducted on-going research of tax laws to ensure maximization of benefits, as well as proper reporting.

**PPG INDUSTRIES, INC. FIBERGLASS PLANT SHELBY, NC**  
**INVENTORY ACCOUNTANT FEBRUARY 1977 – AUGUST 1978**

- Responsibilities included the accounting for, monitoring and accurate reporting of inventory; Interacted with purchasing, shipping, and receiving personnel to ensure proper handling of inventories.

**ACCOUNTING TRAINEE JUNE 1976 – JANUARY 1977**

- Participated in the Plant facility's training program which provided overall exposure to plant operations and financial processes, including areas of accounts payable, accounts receivable, cost accounting and payroll.

**ACADEMIC BACKGROUND**

CLARK ATLANTA UNIVERSITY (FORMERLY ATLANTA UNIVERSITY) ATLANTA, GA  
M.B.A. (CONCENTRATION IN ACCOUNTING) AUGUST 1975

LANE COLLEGE JACKSON, TN  
B.S. – BUSINESS EDUCATION CUM LAUDE JANUARY, 1974  
WHO'S WHO AMONG AMERICAN COLLEGES AND UNIVERSITIES

**REFERENCES:** WILL BE FURNISHED UPON REQUEST.

## Franklin U. Cross, Jr., M.C.A, C.A.A.P.

Redacted

(Use cell Number first for contact)

Cell: RedactedRedact ; Telephone: (Redacted ; Email: Redacted  
ed

### **PROFILE**

Experienced business professional with over 26 years of achievement in Small/Minority Business Development, Equal Employment Opportunity / Affirmative Action Programs. Successful techniques in increasing diverse supplier participation and corporate spending. Effective communication skills resulting in a collaborative inclusion of minority owned businesses in all areas of operations.

### **City of Tampa (Minority Business Development Office) (RETIRED) 1994 – 2016**

- Managed the design development and implementation of the Affirmative Action Plans and Programs for companies where none existed.
- Contributed to the revisions of the Minority Business Development / Affirmative Action Program Ordinance and created the communication and marketing strategy for new Ordinance deployment.
- Designed training module and curriculum for Minority Business Development Affirmative Action Program.
- Established “Best Practices” for contract compliance and monitoring.
- Devised procedures for goal setting and attainment with supplemental templates to track progress on construction contracts (TIER2).
- Coordinate with project managers to integrate supplied diversity into sourcing process.
- Active members in associations in support of Minority Business Development programs.
- Target specific minority suppliers to provide focused supplier development.
- Mentored targeted suppliers for successful participation in the purchasing process.
- Actively participated in trade shows outreach, workshops, community development programs that enhanced overall commitment to Minority Business Development programs.
- Managed vendor relationships in the daily sourcing process.
- Process Minority Business Enterprise applications for certification.

### **University of South Florida**

**1997 - 2001**

### **Diversity and Equal Opportunity Office (Consultant)**

*Equal Employment Opportunity Consultant – Tampa, Florida*



Investigate alleged discrimination complaints filed with USF Office of Equal Employment Opportunity. Interview employees of USF that have filed a discrimination complaint, including witnesses and pertinent persons relative to the investigation. Conducted Climate Assessments of various department allowing Department Manager's, and Director's to obtain how their personnel feel on certain matters and their understanding of the proper chain of command for problem resolution to include top level intervention. Make professional determination and submit written report of findings and/or recommendations to Associate Vice President of EEO Office. Occasional travel required.

### **Agency for Community Treatment Services (ACTS)**

**1990 – 1994**

*Lead Detoxification Counselor – Tampa, Florida*

Evaluated individuals with addictions of alcohol and mind-altering substances for possible placement in a recovery program. Conducted daily, formal training sessions on the effects of addictive substances to the body, life, and the family members of the addicted individual. Made sure that applicable local and state requirements/directives met for operating rehabilitative program and received outstanding evaluations for all reviews. Performed individual and family crisis intervention. Served as liaison between agency and community organizations to ensure proper data relayed and any misunderstandings successfully addressed and resolved.

**United States Air Force:** Retired---21 years

**1969 - 1990**

**NCOIC Social Actions Office – EEO/Affirmative Action**

*USAF EEO/AA NCO, Nationwide*

Responsible to the Wing Commander for ensuring that all military personnel and family members could live in an environment whereby negative elements of discrimination were immediately addressed and proper action taken in a swift manner against those found in violation. Investigated over 300 formal and informal complaints filed on all areas of discrimination, including sexual harassment. Conducted training classes to all levels of military rank, addressing issues from discrimination, sexual harassment, how to file a complaint, and how the process works from initiation to conclusion. Evaluated the human relations climate of the base for areas requiring attention and reported my findings to appropriate ranking authority. Maintained statistical reports tracking all areas of the human relations arena and reported to commanding level as required, usually on a monthly basis. Assisted in the implementation of the United States Air Force Affirmative Action Program.

### **EDUCATION**

*Tampa College, Tampa, FL: BS Degree in Criminal Justice; Graduated Cum Laude*

*The American Association for Affirmative Action: Certified Affirmative Action Professionals*

Level 1 (CAAP)

*Morgan State University:* Master Compliance Administrator Certification (MCA)  
Certified Compliance Administrator Certification (CCA)

**Current Occupation**

**Consultant – EEO/AA Compliance/Investigation, Organization Climate  
Assessments and Small  
And Minority Business Advisor**

**Professional and Personal references available upon request**

## Deborah K. Thompson QUALIFICATIONS

Goal-focused, highly qualified Consultant with proven expertise in developing opportunities for small and disadvantaged businesses seeking federal, state, or local government contracts. Effectively matched government agency requirements with clients' capabilities to perform as prime or subcontractors then assisted them to prepare realistic proposals, prepare to negotiate, execute, manage, and complete a variety of contractual agreements. Most clients are construction firms doing housing or transportation projects. This required me to develop extensive knowledge of contract management and administration, a working knowledge of 49 CFR 26:39 fostering small business participation and 49CFR 26.85 labor laws, bonding, financing, insurance, and performance. Analytical troubleshooter with demonstrated ability to detect problems, streamline processes, and implement on-time practical solutions. Quick to grasp new concepts, take on new responsibilities, and apply strategic problem-solving methods. Solid communication and interpersonal skills, adept at multi-tasking and producing results under pressure in fast-paced environments. Well organized and able to follow through to the last detail.

Reputation for integrity, honesty, reliability, and adaptability with the leadership, initiative, motivation and drive to produce results above and beyond what is expected. Demonstrated success in:

- |   |   |                                       |
|---|---|---------------------------------------|
| ✓ Contract Administration   | ✓ Time Management                                 | ✓ Resource Allocation                 |
| ✓ Small, Minority and Disadvantaged business Development Programs | ✓ Equal Business/ Employment Opportunity programs | ✓ Construction Management Development |
| ✓ Training & Development  | ✓ FAR Compliance                                  | ✓ Cost / Benefit Analysis             |
| ✓ Budget Control  | ✓ Client Relations                                | ✓ Strategic Planning                  |

## EXPERIENCE

**Deborah K. Thompson, Consultants;** Jacksonville, FL

1986 to Present

Owner (904) 472-7528

Operate a consulting firm that specializes in support to small, disadvantaged, women-owned, and service disabled veteran entrepreneurs at entry, mid-level, or mature stages of development. Match clients' knowledge, skills, and abilities with demands of individual contract requirements. Client base fluctuates. Special skills include:

*Acquisition and Proposal Management* – Analyze federal, state, and local government requirements and solicitations to determine appropriate strategies for clients; maintain deadlines on responses; assist with preparation of bids or proposals including subcontracting plans, subcontractors, vendors, and suppliers; Assist to calculate pertinent cost elements; oversee proposal preparation and service delivery; and collaborate and identify resources in developing portions of technical proposals.

*Procurement and Purchasing Councils* – formed and participated in leadership positions around the state of Florida with the National Supplier Development Council, Florida Supplier Development Council, the Jacksonville Purchasing Council. Prepared minority and small business

*certification applications, worked on the unified certification process for the city of Jacksonville and the State of Florida. Assisted clients with proposal and quotes for projects under the simplified acquisition process for federal state and local governments opportunities.*

*Contract Management* – Principal Adviser for clients' customer contractual issues; provide updates to ownership and management; review Contractor Performance Assessment Reports and help prepare required responses; maintain and track clients' data in System for Award Management; and oversee maintenance of accurate and detailed contract files. Experience working with architects and engineers on housing, transportation and commercial construction.

*Claims Management* – Provide cogent advice regarding general liability and workers' compensation claims; obtain competent legal assistance as needed to help resolve issues between clients, employees, and insurance carriers.

*GSA Federal Supply Schedule Management* – Identify opportunities for clients to obtain GSA schedules, work through the GSA process for an assortment of services with special emphasis on education, training, transportation, and logistical support.

Education and Training, management and technical Assistance, Workforce development, counseling and coaching services; Community outreach and public involvement,

Construction and small business development, Housing and community/economic development, transportation and economic development; worked with officials, staff and government officials and citizens groups to advocate, organize and train and develop cohorts to gain self-sufficiency.

Administer housing, community and economic development loan and grant funds to provide services and develop community projects for historic preservation, community development, economic development and business development throughout the state of Florida

Worked with parsons Brinkerhoff Quade and Douglas, Inc. – Jacksonville Transportation authority project Community Outreach Officer

Jacobs Edwards and Kelcey Jacksonville Transportation Authority Project

Reynold, Smith and Hills Engineering-Jacksonville Transportation Authority Projects

Contract Management Company – Jacksonville Electric Authority

Turner construction Company-City of Jacksonville

CES, Consultants, Inc-City of Jacksonville

The Hester Group - Project New Ground, City of Jacksonville

AC Concrete, LLC- Duval County School Board and the Jacksonville Electric Authority

Onas Corporation, Inc. various road and bridge construction projects for the Florida Department of Transportation, the city of Jacksonville and the Jacksonville, Transportation Authority

**First Coast African Chamber of Commerce, Inc.** Jacksonville, FL  
Lewis Siplin, Chair of the board

Administered a \$200,000 annual COJ-Public Service Grant for seven years. A FreshMinistres annual \$26,000 Economic Development-Façade Grant and a state Workforce Development Grant. Increased the chamber membership to over 300 members,

Jacksonville Area Director for Congresswoman Corrine Brown Florida Congressional District 3. Coordinated all small business development and nonprofit community economic development programs for the congresswomen's constituents. Arranged economic development business summits, workshops and conferences for federal funds administered by the General services Administration and other government departments and agencies. This included the federal courthouse in Jacksonville and other federal facilities in the 3<sup>rd</sup> congressional district in 1999-2000.

**Florida A&AM University-SBDC FDOT CMDP/BGP** Tallahassee, FL 1994-1999 – Patricia McGowan, 850-599-2393

Administered a statewide fund of over \$4Million over four years allocated by the Florida State legislature to assist small and disadvantaged business owners to manage, fund and bond road and bridge construction, maintenance and professional services contracts throughout the seven districts of Florida and the Turnpike. Had a working knowledge of 49 CFR 26 that deals with compliance issues around access to contract opportunities for small disadvantaged and women owned businesses in construction.

**City of Jacksonville-Department of Housing and Urban Development-** Program Director/Grants Writer for Public Housing/community organizer and coordinator- Jacksonville, Florida 1992-94 -Lorenzo Williams (Ronnie Ferguson) (904) 630-3810

Wrote and received over \$500,000 in grant funds for the City of Jacksonville – Department of Housing and Urban Development-Public Housing resident management corporations. HOPE I, Drug elimination Grants, Youth Recreation grants. Developed non-profit 501 ( c ) (3) resident controlled organizations to receive funds. Familiar with

**Learn to Read, Inc.** 1990-92 Jacksonville, FL (904) 353-0288  
Independent Consultant- Recruit volunteers for the program and Train the Trainer coordinator  
Developed a citywide contingent of community volunteers from the corporate and religious community throughout Jacksonville.

**First coast Black Business Investment Corporation, Inc.** Jacksonville, FL 1989-1990 Greg Miller (904) 634-0543

## Loan Specialist

Marketed the available loan pool of \$1M annual funding for loaned to small disadvantaged and underfunded Black businesses in Jacksonville, Florida. Funds appropriated through the Florida Legislature annually and raised from the local banking and lending institutions in the city of Jacksonville, FL

**Jacksonville Urban League-Economic Development Program** Jacksonville, FL 1987-89 Ronnie Ferguson, President (904) 356-8336

### Program Director

Administered a citywide a small business loan program for small black and disadvantaged business owners in a variety of business ventures.

Worked with the city of Jacksonville and its independent authorities on purchasing and procurement opportunities for construction contractors and other contracting opportunities for vendors of products and services needed by these agencies. Worked on advisory councils and purchasing councils to develop a unified process to certify minorities and blacks to become successful subcontractor and prime contractors on opportunities under the simplified acquisition threshold process

**Professional Investors, Inc./ MLS Investment corporation, Inc.** Jacksonville, FL 1982-84 Co- owner of family owned and operated real estate investment company

Purchased, rehabilitated, repaired and sold residential properties throughout the city of Jacksonville.

**Old Stanton, Inc.** Jacksonville, Florida 1980-82 (904) 355-3030 x 21 Senator and Dr. Arnett Girardeau, Board Chair

### Program Director

Managed the restoration and construction project, scheduled construction and provided the funds for the activities this educational historic presentation project, placed the institution on the national and the Florida register of Historic places and register, making it eligible or preservation funds.

Raised funds through grants and donations and contributions of local and national donors, school alumni and teachers.

Planned all school reunions and established the campaign for all graduates and attendees to make donations as a tax-deduction

**Jacksonville Neighborhood Resource Center, Inc.** Jacksonville, FL (904) 355-7741 1980-82 Flossie Brunson, chair of the board

### Program Director


Marketed the community development program for the city of Jacksonville citywide to low-to-moderate income neighborhood residents

Conducted community development and public involvement meetings, organized neighborhood groups into formal non-profit 501 (c) (3) Tax Exempt organizations making them eligible to receive grant funds from the local, state and federal government. Trained the board of directors and taught them to forecast the federal state and local funding cycle. Prepared grant applications and received and managed funds for the organizations as their fiscal agent.

**Jacksonville Urban League-Housing Counseling Program** Jacksonville, Florida 1974-79 Clanzel T. Brown, President (904) 356-8336

Directed a citywide counseling program in mortgage financing, default/foreclosure counseling, pre-purchase counseling and housing rehab, weatherization, repair and elimination of city housing code violations for four and one-half years. Increased the funding from \$20, 000 to \$100,000 and counseled over 3,000 homeowners.

Developed training policies and manuals for the program that became nationally recognized and trained HUD approved counseling agencies and staff in urban and rural areas for Rural America around the United States-in Florida, California, New Mexico and Connecticut.

 <p>DEBORAH K. THOMPSON, CONSULTANTS 3120 Atlantic Boulevard • Jacksonville, Florida 32207 WWW.DKTCONSULTANTS.COM</p>	<b>SDB Certifications</b>							
<p><b>Woman owned /African American</b></p>	<p><b>SBA 8(a) Expires: 2022 SBA women Owned</b></p>	<p><b>City of Jacksonville Small Emerging Business</b></p>	<p><b>State of Florida- Small/Minority owned</b></p>	<p><b>Minority Business Development Agency</b></p>		<p><b>DOT-DBE Florida, Georgia and Maryland</b></p>		
<p>Deborah K. Thompson, Owner</p> <p>Deborah K. Thompson, Consultants</p> <p>Telephone/Fax</p> <p>RedactedRedacted mobile (904) 737-7523 fax</p> <p><a href="mailto:Deborah@dkiconsultants.com">Deborah@dkiconsultants.com</a></p> <p>Website: <a href="http://www.dktconsultants.com">www.dktconsultants.com</a></p> <p>DUNS: 027102842</p> <p>TIN: 80-0438816</p> <p>CAGE CODE: 4CTP8</p> <p><b>Corporate POC:</b></p> <p>Deborah K. Thompson, Owner</p>		<p><b>Company Profile</b></p> <p>Headquarters in Jacksonville, Florida/with additional locations in Alaska, Georgia, South Carolina and Tennessee</p> <p>Licensed, insured and small bonding capacity</p> <p><b>CORE Industries:</b> 1) Transportation, 2) Construction, 3) Event and Meeting Planning, and 4) Training and Facilitation, 5) Housing</p> <p><b>Competencies:</b> Public outreach, government relations; planning, developing, coordinating, arranging for annual and special events, business and government expos, conferences and conventions locally, regionally and nationally.</p> <p><b>Services Offered:</b> My team and I have experience identifying event sites, geographic locations, vendors, equipment, IT requirements and other resources, speakers and vendors for special events with local, state and federal government departments, congressional and elected and appointed state representatives, the Small Business Administration, US and Florida Departments of Transportation, Housing and Urban Development as well as several corporate and public agencies such as chambers of commerce, tourism, and visitors bureaus, and inbound and outbound national and international</p>						



	visiting delegations; develop/arrange programs. speakers, facilitators and guests for conventions, conferences and industry days. Participated on the host committee for Super bowl XXXIV.		
<b>Featured Services:</b>  Management of supportive services contracts in program training and workforce development, special events and production, meeting planning and conferences, logistics management; and service contracts in ground maintenance, janitorial and construction consulting	<b>Past and Current Performances</b>  Federal Aviation Authority – Five Contracts in three states for Cleaning, Janitorial and Grounds Maintenance Jacksonville Urban League individual and group counseling, workshops, seminars and community business meetings and technical assistance  RS&H/JTA Training and Workforce development public meetings, community forums and training events	<b>Technical Certifications include:</b> <ol style="list-style-type: none"> <li>1) National Center for Construction Education and Research-Master Trainer and Certified Instructor for construction trades</li> <li>2) OSHA 10, 30 trained</li> <li>3) Federal security background clearance</li> </ol>	<b>Primary NAICS:</b> 611430 <b>Secondary NAICS:</b> 561920, 611710, 512110, 519130, 519190, 518210, 519120, 541430, 541491, 541922, 541511, 541519, 541611, 541613, 541614, 541618, 541690, 541820, 541120, 561210, 561720, 561730 237310, 237110 237310, 238910, 561720, 561730, 722310, 722320, 285360, 285400, 285440, 285460

**APPENDIX F: LETTER FROM THE FLORIDA BOARD OF GOVERNORS**



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

Office of the Chancellor  
325 West Gaines Street, Suite 1614  
Tallahassee, FL 32399  
Phone 850.245.0466  
Fax 850.245.9685  
www.flbog.edu

October 24, 2014

Thad Fortune, Director  
Office of Supplier Diversity  
Department of Management Services  
4050 Esplanade Way  
Tallahassee, FL 32399

Dear Mr. Fortune:

I write on behalf of the universities regarding the utilization plan required to be submitted to the Office of Supplier Diversity (OSD) by section 287.09451, Florida Statutes. As discussed previously, section 287.012(1), Florida Statutes, expressly excludes the university boards of trustees and state universities from the definition of "agency" for purposes of chapter 287. Consequently, the state universities are not subject to the utilization plan requirements for agencies under section 287.09451, Florida Statutes. Moreover, the universities operate on separate accounting and procurement systems from the state and therefore are not effectively able to provide the information requested.

However, the universities remain committed to the mission and goals of the Office of Supplier Diversity, and will continue to encourage minority participation in university procurements. Each university has a strong plan to strengthen diversity, which includes multiple outreach activities and education. In addition, the universities will continue future partnerships with OSD, whenever possible, for MatchMaker and other advocacy events.

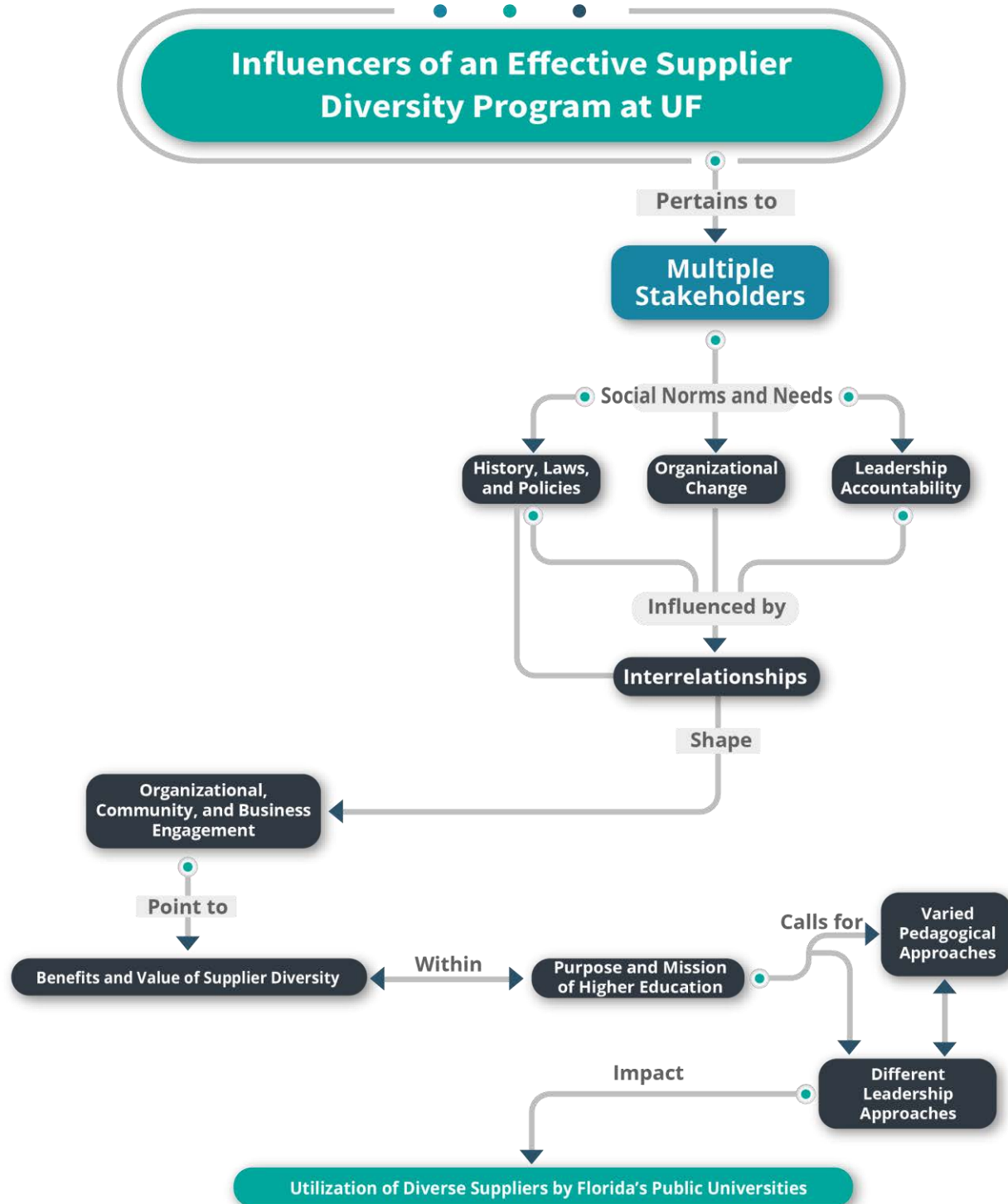
Please do not hesitate to contact me or our General Counsel, Vikki Shirley, if you have any questions.

Sincerely,  
Redacted

Chris Kinsley  
Assistant Vice Chancellor, Finance & Facilities

Florida A&M University | Florida Atlantic University | Florida Gulf Coast University | Florida International University  
Florida Polytechnic University | Florida State University | New College of Florida | University of Central Florida  
University of Florida | University of North Florida | University of South Florida | University of West Florida

## APPENDIX G: REFRAMED CONCEPT MAP



## ABOUT THE AUTHOR

Cheryl Seals Mobley-Gonzalez, Chief Diversity Officer for Hillsborough Community College (Tampa, FL), has 30+ years of experience in equity, diversity, and inclusion pertaining to policy development, outreach, programs, and initiatives, and in administration in higher education, banking and finance, community-based organizations, and local government. Her competencies include quality improvement, human resources programs, conflict resolution, research, grant writing and evaluation, human relations, targeted recruitment, communication, training, fundraising, event coordination, supplier diversity, and community/economic development. She is an editorial board member of *INSIGHT Into Diversity in Higher Education* and former chairwoman of the Florida Advisory Council on Small and Minority Business Development.

Mobley-Gonzalez co-authored a chapter with Matthew Ohlson and Rudy Jamison entitled “The Community Engaged University: Developing an Intergenerational Network of Leadership and Mentoring” in *Praxeological Learning: Service-Learning in Teacher Education* (Nova Science Publishers, 2016). She conducted the feasibility study that resulted in the SunStreet Festival Committee (Miami, FL); founded the Capital City Chamber of Commerce (Tallahassee, FL); created the office of supplier diversity at Florida State University (Tallahassee); and established the first office of institutional equity and diversity at Florida Gulf Coast University (Fort Myers).

Mobley-Gonzalez graduated magna cum laude in journalism with minors in finance and economics from Florida A&M University (Tallahassee). She holds a master’s degree in conflict analysis and resolution from Antioch University-Midwest (Yellow Springs, OH), and a doctorate

in educational leadership from University of North Florida (Jacksonville) with a higher education administration cognate in May, 2020.